GOVERNOR DUMMER ACADEMY

1763

Non Sibi Sed Aliis

1991–1992

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Table of Contents

Board of Trustees ..... Inside Front Cover

From the Headmaster 3

Overview 5

The Faculty 11

Academics 17

College Counseling 23

The Arts 25

Athletics and Afternoon Activities 29

Life in the GDA Community 37

Admissions 43

Endowed Scholarship Funds 44

Tuition and Fees 46

Guidance and Health 48

Curriculum and Course Descriptions 49

Map 62

Travel Instructions to GDA 64

1991-1992 Calendar 65

Application 67

"The Academy's centuries-old motto, 'Non sibi sed aliis' ('Not for self but for others'), reflects our commitment to teaching more than hard facts and cold figures. [At GDA] students learn how to think, analyze information and put those skills to work to make greater contributions to their worlds."

Peter W. Bragdon, Headmaster

From The Headmaster

Massachusetts Bay Colony Lieutenant Governor William Dummer donated his home and lands in 1763 "for the excellent and beneficent design of instructing and educating youth" in preparation for college. Until the end of the eighteenth century, *college* meant one specific school – Harvard – and Governor Dummer Academy provided approximately one quarter of Harvard's student body.

Today, 228 years later, Governor Dummer Academy continues to adhere to the Governor's principles of comprehensive preparatory education in the arts, sciences, history and languages. Just as there has been tremendous advancement in all those areas over the years, Governor Dummer Academy has advanced and expanded; Harvard is now only one of many fine colleges and universities to which GDA sends its graduates.

The modern Governor Dummer Academy includes SCIENCE 2000, an innovative national model program that makes learning biology, chemistry, physics and earth and space science more investigative, interactive and relevant to students' lives. Another current program, called Cooperative Learning, incorporates all academic areas with the concept that students learn more through cooperation than competition.

To suggest that Governor Dummer is concerned solely with academics, however, would be misleading. The Academy's centuries-old motto, "Non sibi sed aliis" ("Not for self but for others"), reflects our commitment to teaching more than hard facts and cold figures. Here students learn how to think, analyze information and put those skills to work to make greater contributions to their worlds.

At the heart of a GDA education is the "Governor Dummer Experience," which our alumni cherish their entire lives. It is something that includes a solid grounding in academics and preparation for college, but does not end there; it is about becoming part of a close-knit, vital, caring community of students and teachers who share common goals; and it is about forming ideas, values and friendships through cooperative dormitory living, extracurricular activities and spirited athletic competition.

We invite you to visit our magnificent campus, meet our students and teachers, explore our facilities and discover our extraordinary and enduring approach to the crucial secondary school years.

Peter W. Bragdon

Peter W. Bragdon, Headmaster

"Through the framework of liberal arts, GDA students are inculcated with essential information, inspired by their teachers' enthusiasm and then encouraged to explore their corollary interests. This process is achieved through adherence to two abiding precepts of Governor Dummer Academy, maintained throughout the centuries: small classes and individualized attention."

Overview

Governor Dummer Academy founded the preparatory school tradition in America, and today continues to define excellence in secondary education.

Founded in 1763 under the will of Massachusetts Bay Colony Lieutenant Governor William Dummer, GDA today embodies both 228 years of tradition and an ageless capacity for innovation. It is at once linked with great historical figures including John Hancock (who signed the Academy's charter), Paul Revere (who struck its seal) and John Quincy Adams (who recorded its first six years of trustees minutes), and devoted to pioneering programs including its new SCIENCE 2000, which is redesigning science curricula for the nation's secondary schools.

Under the aegis of its first celebrated headmaster Samuel Moody, the Academy prepared boys for "the College," as they referred to Harvard, providing a quarter of Harvard's graduates between 1768 and 1790. Among those graduates were several heroes of the American Revolution, congressional leaders and Samuel Phillips, founder of Phillips Academy at Andover.

Peter W. Bragdon, appointed the Academy's 26th headmaster in 1983, today is piloting Governor Dummer into a new age of renewal, heralded by a recently completed three-year, $17 million capital campaign. As a result of the campaign, the Academy boasts 21 new scholarships, three new faculty chairs, an endowment enhanced by 250 percent and a new dormitory. Construction of a new 48,000 square-foot field house, designated in the campaign, also is underway.

The Governor Dummer Academy curriculum is designed to prepare students for success in college and to continue their learning process throughout their lives. Through the framework of liberal arts, GDA students are inculcated with essential information, inspired by their teachers' enthusiasm and then encouraged to explore their corollary interests. This process is achieved through adherence to two abiding precepts of Governor Dummer Academy, maintained throughout the centuries: small classes and individualized attention.

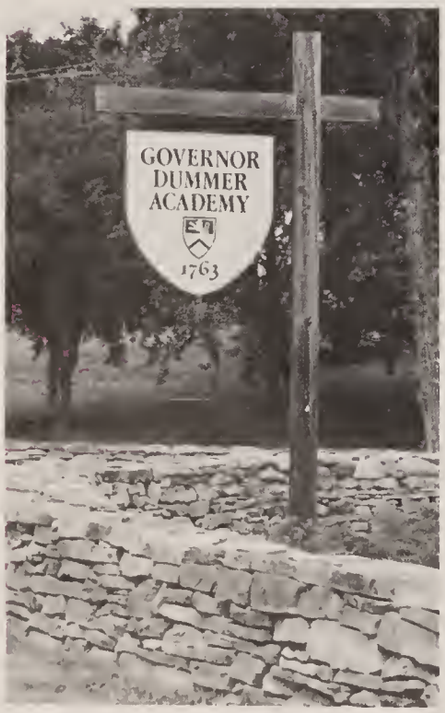
Consistent with the teachings of Master Moody, Governor Dummer Academy today shapes its academic mission within the doctrine that character and conduct are significant aspects of a secondary education. The Academy's Cooperative Learning concept, athletic competition and extracurricular activities all encourage group work among students to develop and promote team skills that are critical in future schooling and careers.

The Academy also places great importance on cultural, sociological and ethnic diversity among its students. At present, the 350-member student body represents 25 U.S. states and 16 countries worldwide. The Academy maintains active national and international outreach programs designed to locate prospective students from various regions and backgrounds. An equally active scholarship program provides that diversity is not inhibited by economic circumstances.

Governor Dummer Academy's location on the ancestral 600-acre Dummer farm, 30 miles north of Boston, offers students myriad opportunities. The Academy is linked to the ocean, five miles due east, by the Parker and Mill rivers that border the campus. The surrounding forests, marshes and nearby Plum Island Wildlife Refuge provide both a natural laboratory for scientific exploration and numerous recreational possibilities.

The Academy's proximity to Boston, one of America's cultural centers, also contributes significantly to a GDA education. Teachers and students regularly make the 40-minute drive to Boston to attend the theatre, ballet, opera, symphony and other arts and entertainment events.

GOVERNOR DUMMER ACADEMY
FOUNDED 1763
225TH ANNIVERSA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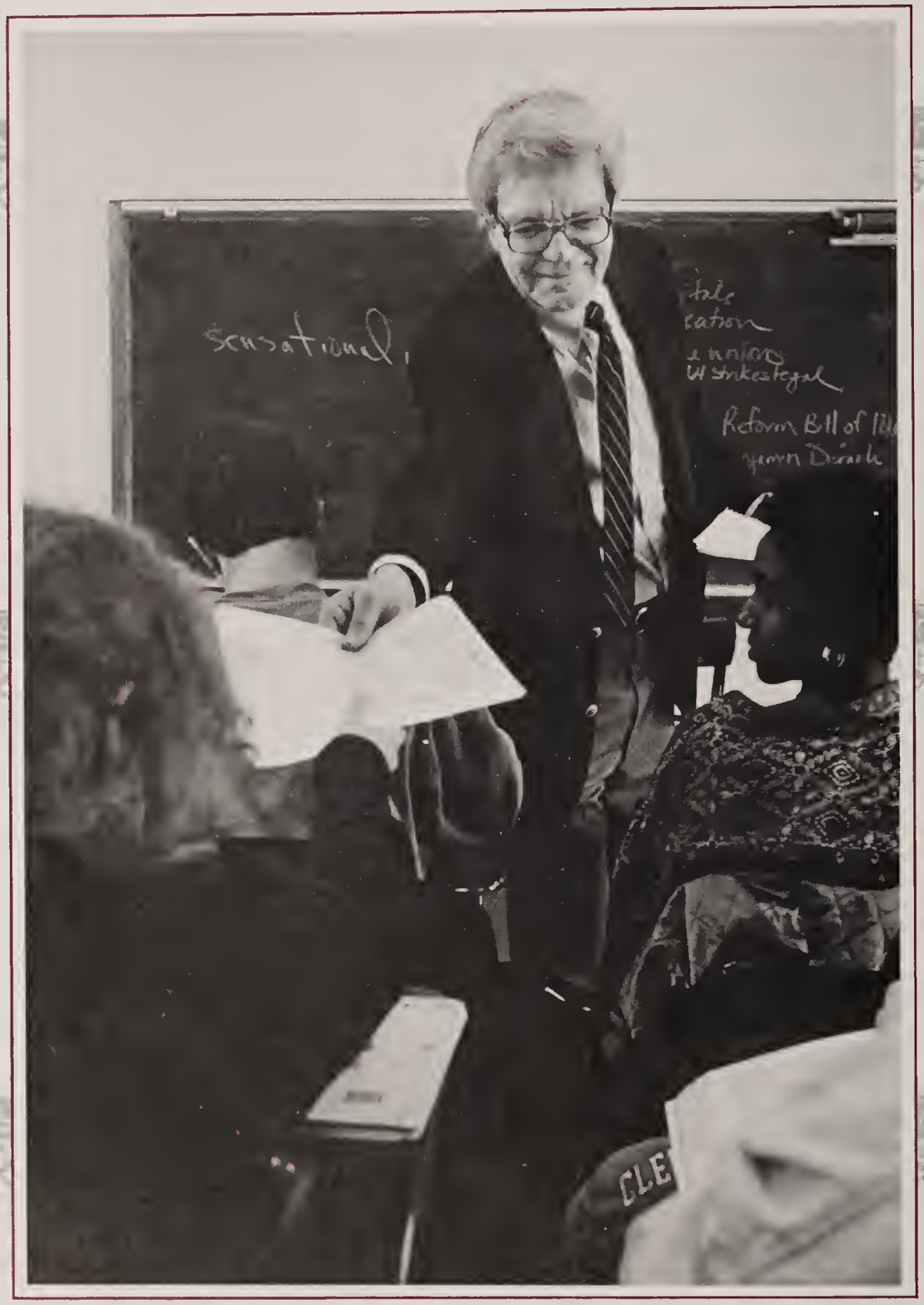


"Your teachers don't stop teaching you when you leave the classroom. They become a real part of your life at GDA. For example, my economics teacher is my academic advisor, coach, dorm master and, above all, my friend."

Michael Yeagley '90

THE FACULTY

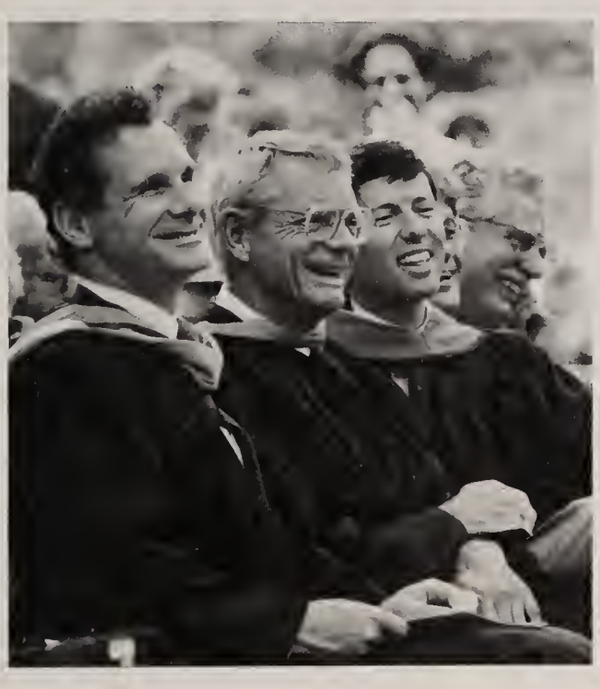
Since the time of Master Samuel Moody, the Academy's first schoolmaster, Governor Dummer Academy has maintained and nurtured a tradition of excellence among its faculty members. That tradition comprises three integral parts that all adhere to exceptionally high standards: academics, personal integrity and generosity of spirit.

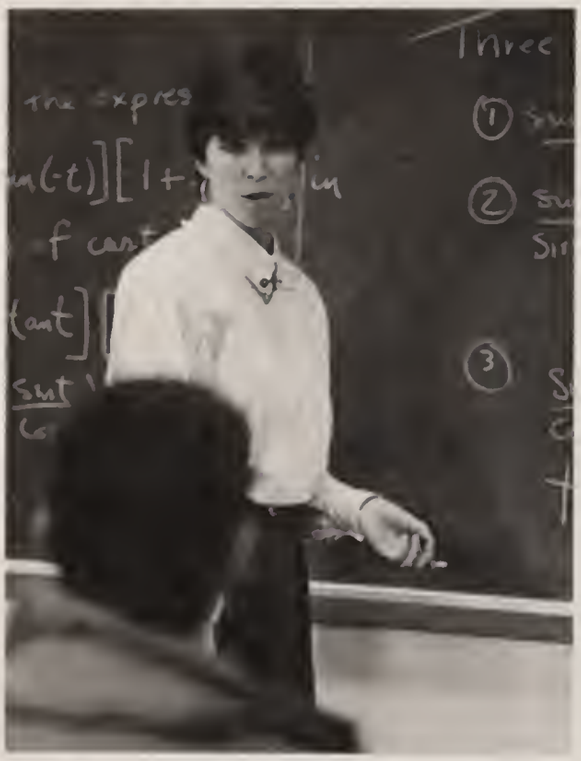
Diverse in their talents and varied in their interests, the 62 men and women of the GDA faculty perform a variety of roles. In addition to being classroom instructors, they are dormitory masters, coaches and advisors. In a larger sense, they are leaders in this community of learners – the guides, mentors and advocates, dedicated to the advancement of Governor Dummer's students.

Just as Governor Dummer Academy strives to challenge its students intellectually, it likewise challenges its faculty members to continue and expand their educations – a practice that both enhances GDA academically and sets a positive example for students. Thirty-four masters currently hold advanced degrees; most, with the Academy's support and encouragement, are pursuing further studies in their areas of expertise.

The master's commitment to GDA students does not end at the close of the academic and athletic schedules each day. Because 80 percent of the faculty members live in the dormitories and nearby faculty housing, they remain constantly available to their students and advisees. This constant presence, central to the GDA master tradition, fosters the Academy's strong sense of community.

Governor Dummer Academy is dedicated to maintaining – and continuing to build – its fine faculty. Recognizing that the task of attracting top men and women requires GDA to compete with other highly regarded institutions, the Academy's trustees, during the past decade, have constructed a dozen new faculty homes and apartments. Moreover, they have created three new faculty chairs and allocated more than $5 million from the Academy's recently completed capital campaign for the enhancement of faculty salaries.

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Faculty 1991-92

Peter W. Bragdon
Headmaster
Harvard College 1959, B.A.
Harvard Graduate School of Education 1960, M.A.T.
Appointed July, 1983

David M. Williams
Department Chairman, History
Franklin and Marshall College 1950, A.B.
University of Pennsylvania 1951, M.A.
Appointed September, 1951

William H. Sperry
History
Gettysburg College 1950, A.B.
Duke University 1953, M.A.
Appointed September, 1954

Robert E. Anderson
Associate Director of Athletics
Biology
Kenyon College 1956, A.B.
Appointed September, 1957

Richard N. Leavitt
Department Chairman, Mathematics
Amherst College 1964, A.B.
Bowdoin College 1971, M.A.
Appointed September, 1964

Pierre N. Baratelli
Department Chairman, Languages; French; Director of Humanities Program
University of Colorado 1956, B.A
1959, M.A.; University of Dijon
University of Texas
Appointed September 1967

Michael A. Moonves
Director of Admissions
Trinity College 1966, B.A.
Appointed September, 1969

Alexander W. White
Spanish
Trinity College 1967, B.A.
New York University 1972, M.A.
Appointed, September, 1971

David S. Abusamra
French, Spanish
Holy Cross College 1969, B.A.
Middlebury College 1970, M.A.
Appointed September, 1972

Laurel E. Abusamra
French
Hollins College 1969, B.A.
Middlebury College 1970, M.A.
Appointed September, 1972

Katherine K. Guy
French, Spanish
Oberlin College 1971, B.A.
Tufts University 1978, M.A.
Appointed September, 1977

Edward J. Rybicki
English
Salem State College 1971, B.S.
Salem State College 1980, M.A.T.
Appointed September, 1977

Stephen C. Metz
Department Chairman, Science; Chemistry
Trinity College 1972, B.S.
Boston University 1976, M.A.
Appointed September, 1978

Christopher D. Stowens
Department Chairman, Arts
Colgate University 1972, B.A.
New England Conservatory of Music 1979, M.A.
Appointed September, 1978

Albert T. Finn, Jr.
English
Dartmouth College 1975, A.B.
University of London, 1974
University of Michigan 1977, M.A.
Appointed September, 1979

Wallace H. Rowe, III
Department Chairman, English
Princeton Uiversity 1953, B.A.
Harvard University 1956, M.A.T.
Trinity College 1965, M.A.
Appointed September, 1979

Stuart D. Chase
Director of Development
Boston University 1964, B.S.
Appointed September, 1980

Robert H. Colgate
Mathematics
Gettysburg College 1969, B.A.
University of New Hampshire 1980, M.Ed.
Appointed September, 1980

David D. Moore
Physics, Science 2000
Northeastern University, 1966, A.B.
Clarkson College 1970, M.S.
Appointed September, 1980

Roberta W. Britton
Art
University of Colorado 1959, B.A.
Goddard College 1974, M.S.
Appointed September, 1982
Leave of Absence, 1991-93

Lynda F. Bromley
Dean of Students
University of Vermont 1969, B.A.
Appointed September, 1983

Lawrence T. Piatelli
Assistant Headmaster, History
Harvard University 1975, B.A.
Boston University 1976, M.Ed.
Appointed September, 1984

Elizabeth A. Ruhl
Counselor, History
Gordon College 1978, B.A.
Northeastern University 1979, M.Ed.
Appointed September, 1984

Michael H. Karin, Jr.
Mathematics
Bates College 1985, B.S.
Appointed September, 1985

A. John Seufert, Jr.
German
Boston College 1973, B.A.
Tufts University 1981, M.A.
Appointed September, 1985

Paul H. Wann
English, Drama
University of Minnesota 1971, B.A.
Tufts University 1974, M.A.
Appointed September, 1985

Patricia A. Crowe
Associate Director of Admissions
Director of Financial Aid
University of New Hampshire 1983, B.S.
University of New Hampshire 1989, M.Ed.
Appointed September, 1986

Janet E. Adams-Wall
Director of College Counseling
Washington State University 1975, B.A.
University of Southern Maine 1980, M.S.
Appointed September, 1986

Susan L. Childs
Biology, Ecology, Science 2000
University of New Hampshire 1986, B.S.
Appointed September, 1987

William T. Lane
Art, Photography
Appointed September, 1987

Perry D. Nelson
Associate Director of Admissions, History
Williams College 1979, B.A.
Harvard University 1987, M.Ed.
Appointed September, 1987

Joan R. O'Brien
History
Middlebury College 1980, B.A.
University of Denver 1986, M.A.
Appointed September, 1987

Irina Okula
Art
Frontbonne College 1966, B.A.
Southern Illinois University 1971, M.F.A.
Appointed September, 1987

Elaine B. White
English
Bates College 1986, B.A.
Appointed September, 1988

Richard H. Searles
English
Dartmouth College 1974, A.B.
University of Iowa 1977, M.A.
Appointed September, 1988

Kelly Eaton
Physical Education, Athletic Trainer
University of New Hampshire 1988, B.S.
Appointed September, 1987

Brian P. Lenane
Director of Studies
Franklin and Marshall College 1976, B.A.
Wharton School of Business 1978, M.B.A.
Appointed September, 1989

Susan C. Lenane
Mathematics
Franklin and Marshall College 1977, B.A.
Appointed September, 1989

Paul M. Sullivan
Mathematics
University of Notre Dame 1973, B.B.A.
Northern Arizona University 1981, M.A.
University of Georgia 1990, E.D.D.
Appointed September, 1989

David J. Van Ness
Mathematics
Trenton State College 1969, B.A.
Trenton State College 1970, M.A.
Appointed September, 1989

John B. Nichols
Music
Ithaca College 1971, B.Mus.Ed.
Indiana University 1972, M.M.
Appointed September, 1989

Susan R. Perry
Director of Athletics, Biology
American University 1985, B.S.
Arizona State University 1988, M.S.
Appointed January, 1990

Richard R. Savage
Business Manager
Boston College 1965, B.S.
Appointed March, 1990

Michael A. Heel
Director of Annual Fund and Alumni Affairs
Colby College 1986, B.A.
Harvard University 1988, M.P.P.
Appointed May, 1990

Leonard S. Ceglarski, Jr.
Weekend Coordinator, History
Middlebury College 1977, B.A.
Appointed August, 1990

David L. Bergmann
Director of Communications
Boston University, 1974, B.S.
Appointed August, 1990

Barry L. Graham
Assistant Dean of Students
University of Massachusetts 1980, B.S.
Appointed September, 1990

Sally C. Jarrett
English
University of New Hampshire 1985, B.A.
Appointed September, 1990

Kristin D. Snyder
History
St. Lawrence University 1989, B.A.
Appointed September, 1990

David R. Gosse
Mathematics
Bowdoin College 1958, A.B.
Wesleyan University 1966, M.A.L.S.
University of Michigan
Boston University
Appointed September, 1990

John M. MacGregor
Chemistry, Marine Biology, Science 2000
Dartmouth College 1988, B.A.
Appointed September, 1990

Jeffrey P. Kelly
Latin
Haverford College 1989, B.A.
Appointed January, 1991

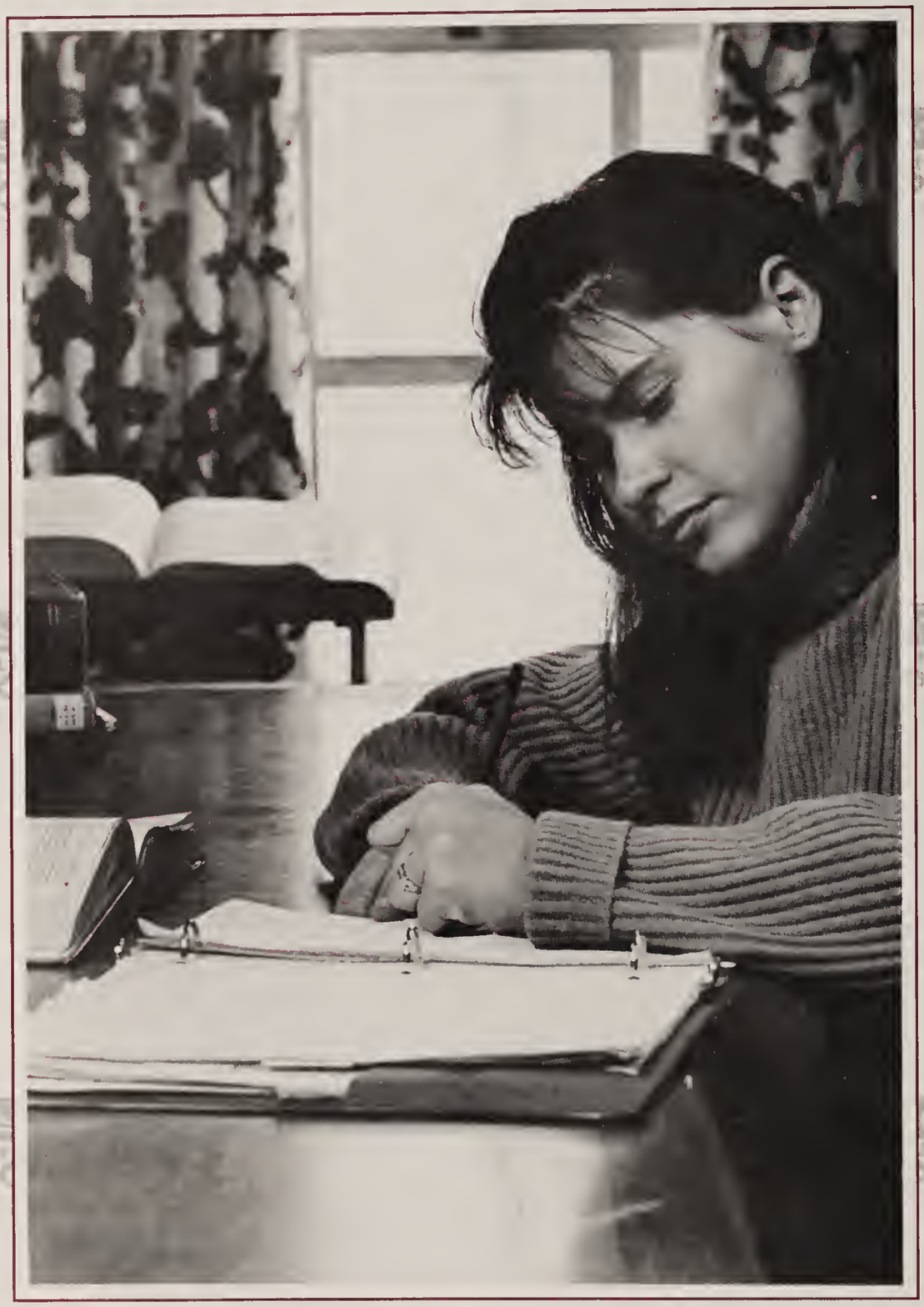
Fontaine C. Bradley
Chemistry
Tufts University 1973, B.S.
University of New Hampshire 1984 Ph.D.
Appointed September, 1991

Ila Prouty
Art
Brown University 1991, B.A.
Appointed September, 1991

Sara Bayard Southam
Biology, Chemistry, Science 2000
Dartmouth College 1987, B.A.
Harvard Graduate School of Education 1991, Ed.M.

Karen A. Bouffard
Physics, Science 2000
Duquesne University 1968, B.A.
Harvard University
University of Massachusetts
Appointed September, 1991

Jeffrey S. Wotton
Athletic Trainer
University of New Hampshire 1991, B.S.
Appointed September, 1991



"The most important thing I learned at Governor Dummer Academy was the ability to convince, to persuade and to influence events, rather than be driven by them."

Carl A. Pescosolido, Jr. '55
President, Board of Trustees

ACADEMICS

Governor Dummer's academic program reflects the Academy's emphasis on providing both the substance and structure to prepare students for college.

The Academy's core curriculum equips students with a solid liberal arts education in classes that consist of approximately 12 students each. In addition, GDA offers a variety of collateral courses designed to spark and satisfy students' interests. (A full listing of courses is included in this catalog.)

The Academy offers honors, accelerated and Advanced Placement courses in English, mathematics, U.S. history, studio art, French, German, Spanish and Latin. Successful completion of these courses often allows students to register for upper level college classes upon enrollment.

New to the curriculum for 1991-92 is the Academy's SCIENCE 2000 program, an inter-disciplinary course developed jointly by GDA and Tufts University. The program, required for all freshmen, exposes students to biology, chemistry and physics, with emphasis on laboratory work, environmental field work and computer literacy.

Each student normally carries five subjects – five major courses or four major courses and a one semester course. The course selection process is a joint effort that involves the student, his or her parents, advisor and the Director of Studies. Each student's strengths, abilities and needs are considered carefully to determine the best possible course of study for him or her.

Students must successfully complete the following core courses in order to receive a Governor Dummer Academy diploma:

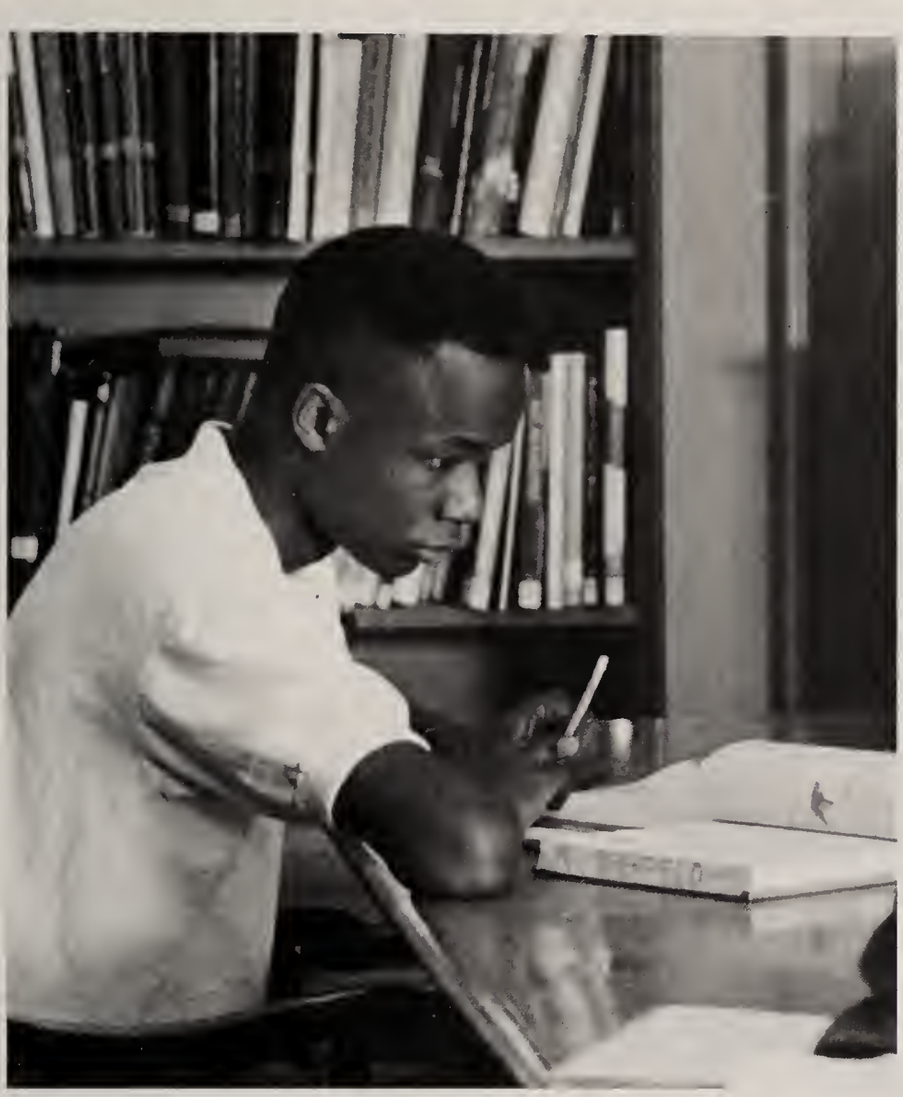
Four years of English
Three years of mathematics
Two years of a foreign language
Two years of history
Two years of science
One year of Introductory Fine Arts
A one semester fine arts course

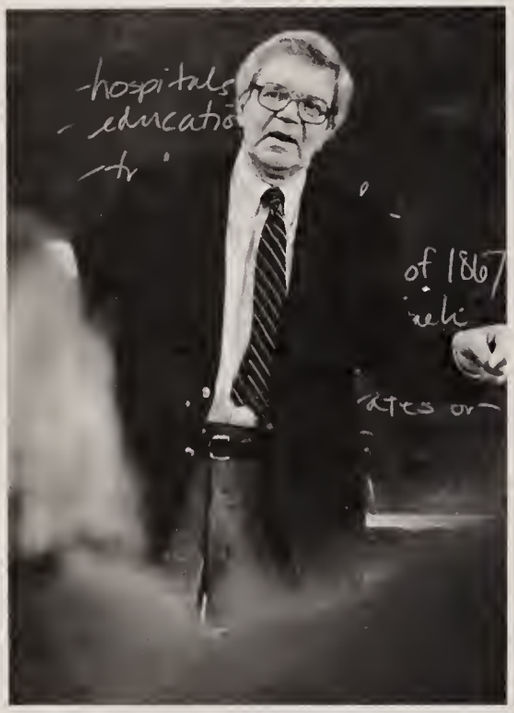
At the conclusion of each of the school year's four quarters, academic advisors send students' grades and masters' reports to parents. This close, personal attention to each student's academic, athletic and social progress ensures that individual requirements are met, and that potential weaknesses are prevented from becoming problems.

The Director of Studies publishes quarterly lists of freshmen and sophomores who have attained grade-point averages high enough to excuse them from daily study hall. He also publishes the names of students whose successful efforts have earned them the distinction of being on the honor roll and high honor roll. Since 1934, Governor Dummer Academy also has been a member of the Cum Laude Society, which is modeled on Phi Beta Kappa and recognizes true scholarship. Headmaster Peter W. Bragdon, president of the GDA chapter, inducts top ranking seniors into Cum Laude each year, based on their outstanding academic work.

The Academy's academic facilities are located in six classroom buildings. The Schumann Science Center houses lecture rooms, laboratories and the greenhouse for the study of biology, chemistry, physics and earth and marine science. The Academy's science computer facility is headquartered in nearby Noyes Library. Parsons Schoolhouse is the locus of GDA's mathematics and foreign language departments, containing the Wang-Goodhue Computer Center, the language library and classrooms. The history and English departments are centered in the Frost Building, which also contains GDA's 20,000-volume main library, audio laboratory, microcomputer-based writing laboratory and Academy archives.

The Kaiser Visual Arts Center houses the Academy's photography lab and art and ceramics studios, in addition to the Carl Youngman Gallery, where student and professional work is displayed. The Thompson Performing Arts Center contains GDA's auditorium, music practice rooms, electronic music studio and studio/classroom for jazz band and music history and theory classes.

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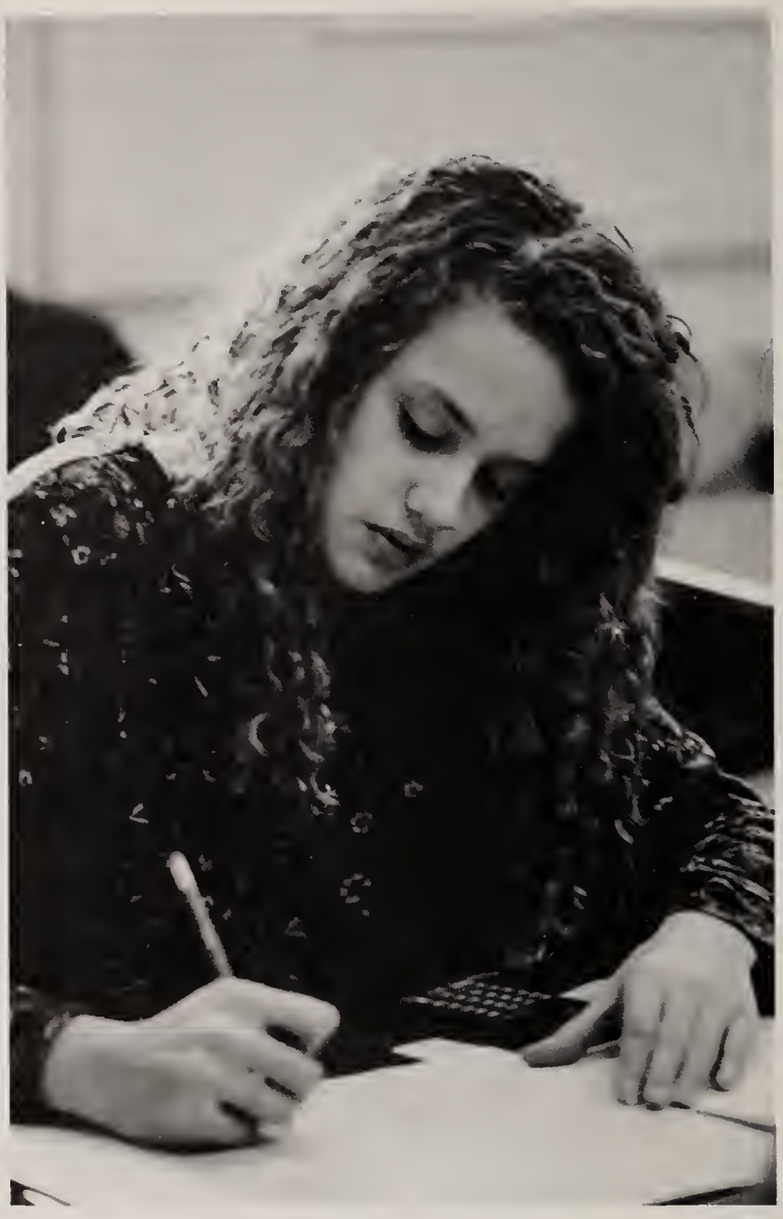

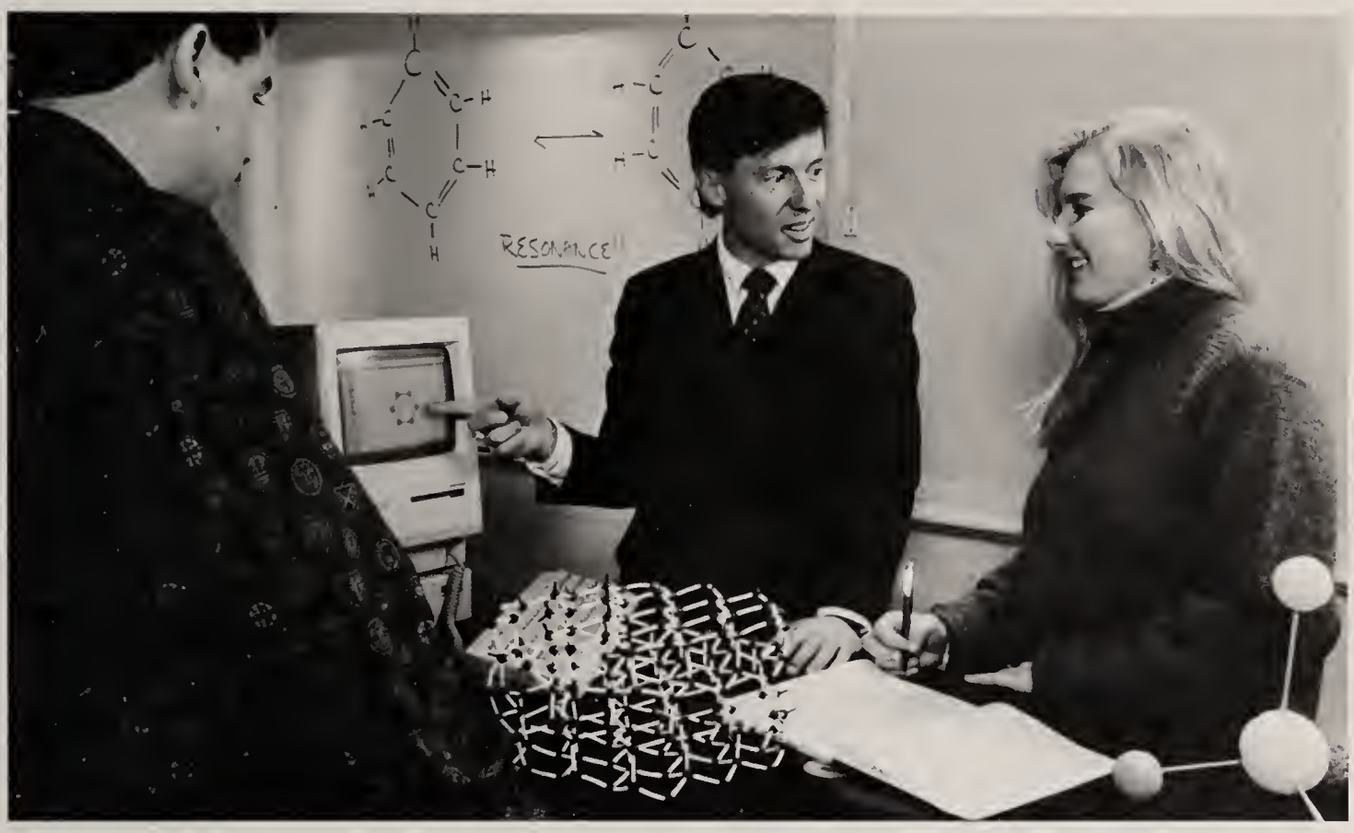
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"Under the aegis of its first celebrated headmaster Samuel Moody, the Academy prepared boys for "the College," as they referred to Harvard, providing a quarter of Harvard's graduates between 1768 and 1790."

College Counseling

Much has changed since the 18th century, when Governor Dummer Academy prepared a quarter of Harvard's incoming freshman class every year. Indeed, while the Academy has maintained its tradition of preparing students academically and socially for college, the number and variety of colleges has changed dramatically; today, Harvard is only one of many fine schools which GDA graduates may attend.

In order to meet the highly specialized demands of college admissions, Governor Dummer Academy maintains a full-time office staffed by professionals well-versed in that field. The college counseling office is overseen by the Director of College Counseling, who works with students, parents and faculty advisors to evaluate individual academic progress and guide students toward their college and career goals.

Students have their first formal consultations with the Director in the junior year, when individual conferences are arranged for students and parents. After a careful assessment of the student's progress, the Director recommends consideration of several colleges and courses of study appropriate to the individual's needs and ambitions.

Several times during the year, the Director meets with the entire junior class to discuss college admissions, plans and strategies. Each student is given a copy of GDA's College Counseling Handbook, which describes the admissions process and answers students' questions about College Board Examinations, interviews, recommendations and related subjects. A College Day program, featuring a prominent college admissions officer as guest speaker, is presented for the benefit of students and their parents. Students also attend a college fair, where they meet with representatives from highly selective colleges, in the spring of their junior year.

In the fall of the senior year, students begin applying to the colleges they have selected. The Director guides the seniors through the completion of this process, remaining available for further consultation to ensure that each student matriculates at a college that suits his or her specific needs.

More than 100 representatives of colleges and universities around the world visit the Academy annually to meet with Governor Dummer students and offer further admissions and curriculum guidance. GDA also maintains a college resource center that includes a computerized database offering information on colleges, occupations and financial aid. A laser network, providing videotaped views of more than 200 college campuses, compliments the Academy's extensive library of college catalogs and viewbooks.

"All freshmen take a basic survey course, Introduction to the Fine Arts, which exposes students to a different artistic discipline each quarter while stimulating their continued interest. An additional one semester arts course is required for graduation, although – with the Academy's encouragement – students often pursue further artistic interests on an extracurricular basis."

The Arts

Governor Dummer Academy has long maintained that a thorough exposure to the arts is an essential part of a secondary education. The Academy offers a rich and diverse selection of courses in the visual and performing arts, including both required and optional studies.

All freshmen take a basic survey course, Introduction to the Fine Arts, which exposes students to a different artistic discipline each quarter while stimulating their continued interest. An additional one semester arts course is required for graduation, although – with the Academy's encouragement – students often pursue further artistic interests on an extracurricular basis.

In the field of performing arts, students may select among courses including music history and theory, electronic music and improvisation, as well as voice, theatre and dance, all taught by conservatory-trained instructors. A two-semester independent study in the performing arts also is offered for students demonstrating special interest. Several times during each academic year, the Academy hosts performances by GDA student groups including "The Big Wind" and "The Slight Breeze" jazz bands, the Academy Chorus, the Governor's Octet and the Academy Chamber Ensemble. The Music Guild, a student-organized group, produces several additional concerts annually on campus.

Courses offered in the visual arts include art history, studio art, ceramics and photography, in addition to a two-semester independent study. The Kaiser Visual Arts Center is the heart of visual arts activity at Governor Dummer, providing separate studios for each of the three major disciplines. The center is staffed throughout the week and weekend so that students may continue to explore their talents during off-hours.

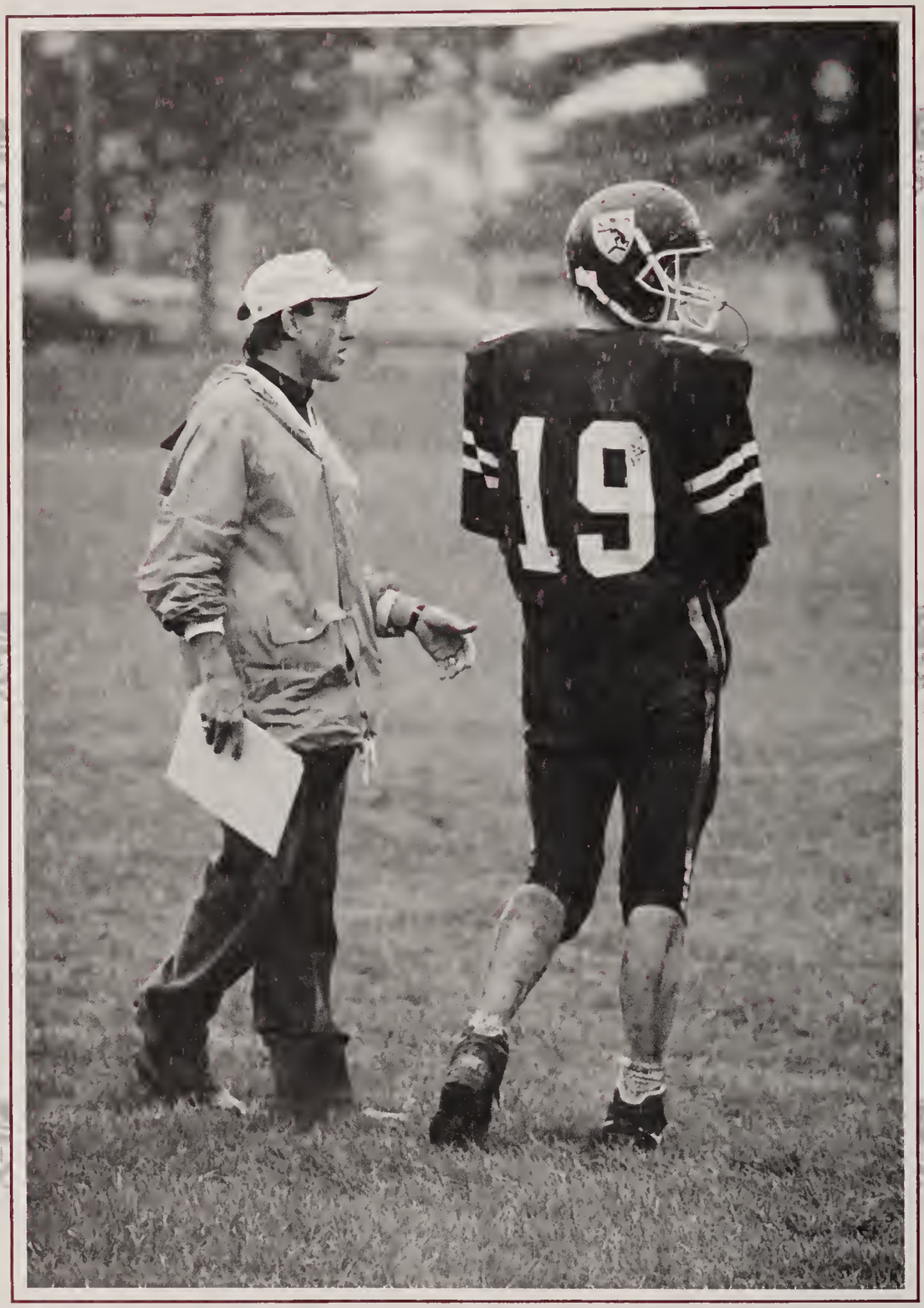
The Carl Youngman Gallery, located in the Kaiser Visual Arts Center, presents several student and professional exhibits each year for the instruction and enjoyment of both the GDA community and the public.

Energetic and talented thespians find expression at Governor Dummer through three major theatrical productions each year. Fall and winter performances are directed by the faculty's Director of Drama, while the spring play traditionally is directed by a senior who has demonstrated interest, ability and commitment to dramatics. Recent and acclaimed GDA productions have ranged from works by Shakespeare and Sartre to Neil Simon and Woody Allen.

In recognition of the fact that dramatics provides important training in collaborative work – for actors and technical crew alike – participation in productions is offered as an alternative to athletics in the Governor Dummer Afternoon Activities Program.

GDA students also pursue their dramatic interests off-campus, through working with local professional groups including The Theatre of Newburyport and the Children's Theatre-in-Residence at Maudslay State Park. They may also attend professional performances in Boston on a regular basis.

NO
SMOKING



"While the three general areas of activity differ widely from one another, there is an important element that they share: all teach group skills and cooperation, which are essential to students' academic careers and their lives beyond school."

Athletics and Afternoon Activities

Afternoons at Governor Dummer Academy are reserved for activities that take place outside the classroom, but are nonetheless integral to the complete GDA education.

Governor Dummer offers a wide range of afternoon activities that exposes every student to athletics, dramatics, dance and community service. All students are required to participate in the afternoon program, which is designed to allow each student to experience and excel in his or her own areas of interest. The availability of options is related to each student's class level.

While three general areas of activity differ widely from one another, there is an important element that they share: all teach group skills and cooperation, which are essential to students' academic careers and their lives beyond school.

Athletics

The Academy has long maintained a belief in the value of competitive team sports, which instill confidence and promote fitness while teaching sportsmanship and providing an important physical outlet. GDA provides a full slate of interscholastic varsity and junior varsity sports in all three seasons, including:

Fall: soccer, football, field hockey, cross-country

Winter: wrestling, basketball, hockey, volleyball, Nordic skiing

Spring: baseball, lacrosse, track, tennis, golf

In addition, GDA offers club sports including co-ed soccer and Outdoor Recreation/Fitness for Life (a rotating schedule of jogging, hiking, cycling, tennis, ultimate frisbee and flag football) in the fall; club skiing and swimming in the winter; and a team round-robin program (including flag football, ultimate frisbee, volleyball and softball) in the spring.

Among the Academy's athletic facilities are the new 48,000-square-foot Carl A. Pescosolido, Jr. field house, featuring tennis, volleyball and basketball courts and a running track (opening February, 1992); Alumni Gymnasium, with its "Eagle" fitness center, training room, dance studio, wrestling room and locker rooms; the Murphy-Frost Area, housing an indoor ice hockey rink and dressing rooms; and hundreds of acres of playing fields, including cross-country courses, tennis courts and a nine-hole golf course.

The "Governors" are coached by faculty members who engender enthusiastic sportsmanship among team members on the playing fields and pride among their schoolmates cheering from the sidelines.

GDR

Dramatics

Like athletics, the production of the Academy's three major theatrical events each year cultivates students' collaborative skills. The dramatics program, therefore, is offered as an alternative to certain athletics requirements.

The Academy Players' fall and winter performances are directed by the faculty's Director of Drama, while the spring play traditionally is directed by a senior class member selected for his or her interest, ability and commitment to dramatics. The group's recent productions have included everything from classic tragedy to modern comedy.

Every member of the production team takes on several responsibilities, ranging from acting and building sets to creating programs and selling tickets; all make equal contributions dictated by interest, ability and willingness to work.

Dance

The Academy's dance program, offered during the winter term, provides a popular afternoon activity that teaches coordination, kinesthetic awareness and expression as well as cooperation.

Participants in the co-educational program, which is directed by a professional instructor, practice daily in the Alumni Gymnasium dance studio. Their season is culminated with a modern dance recital performed for the GDA community in the Thompson Performing Arts Center.

Community Service

Consistent with the Academy's motto "Non sibi sed aliis" ("Not for self but for others"), GDA maintains a unique Community Service program that allows both the students and residents of the surrounding area to reap the benefits of volunteerism.

Faculty organizers oversee the program that has placed Academy student volunteers in activities ranging from tutoring homeless youths to reading to the elderly and teaching handicapped children. At the conclusion of the term, students prepare individual reports on their projects, which are reviewed by the Director of Community Service.

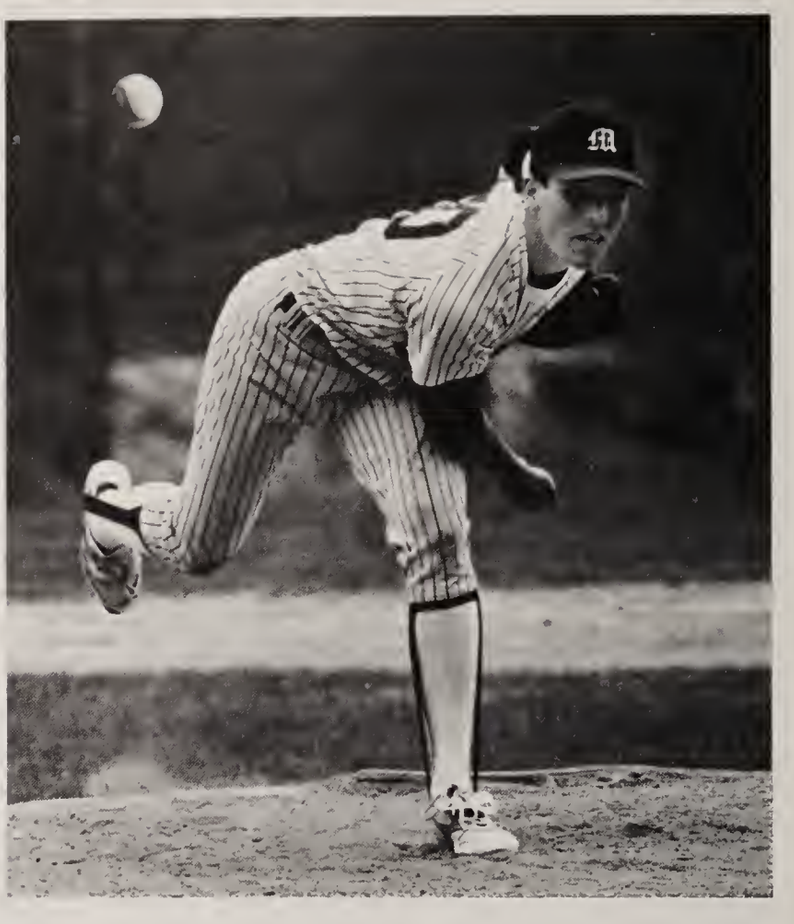
Offered as an afternoon activity and cited as a graduation requirement for all students, the Community Service program is among the most highly regarded programs at Governor Dummer Academy.

Special Activity Term

Juniors and seniors may pursue self-directed projects during two of the three seasons in lieu of athletics. Like the athletic and Community Service programs, special term activities are designed to involve students for the duration of an entire season.

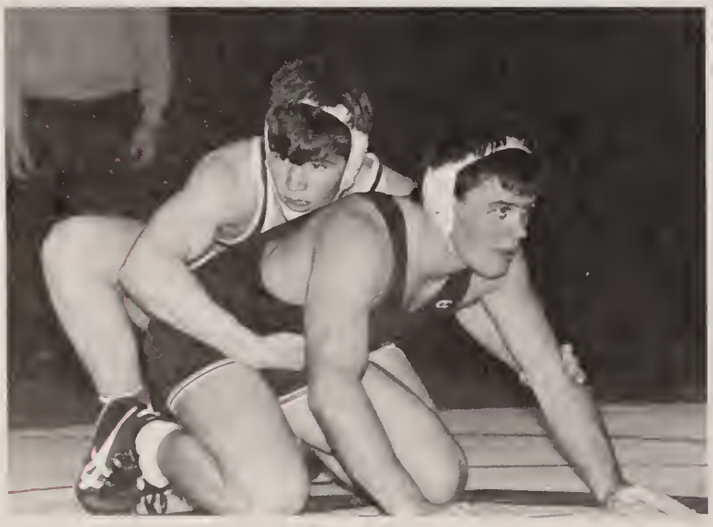
These special activities, which have included environmental studies on the nearby Parker River, a study of leadership development and various artistic endeavors, are selected before the start of each season by students who have researched and prepared detailed proposals.

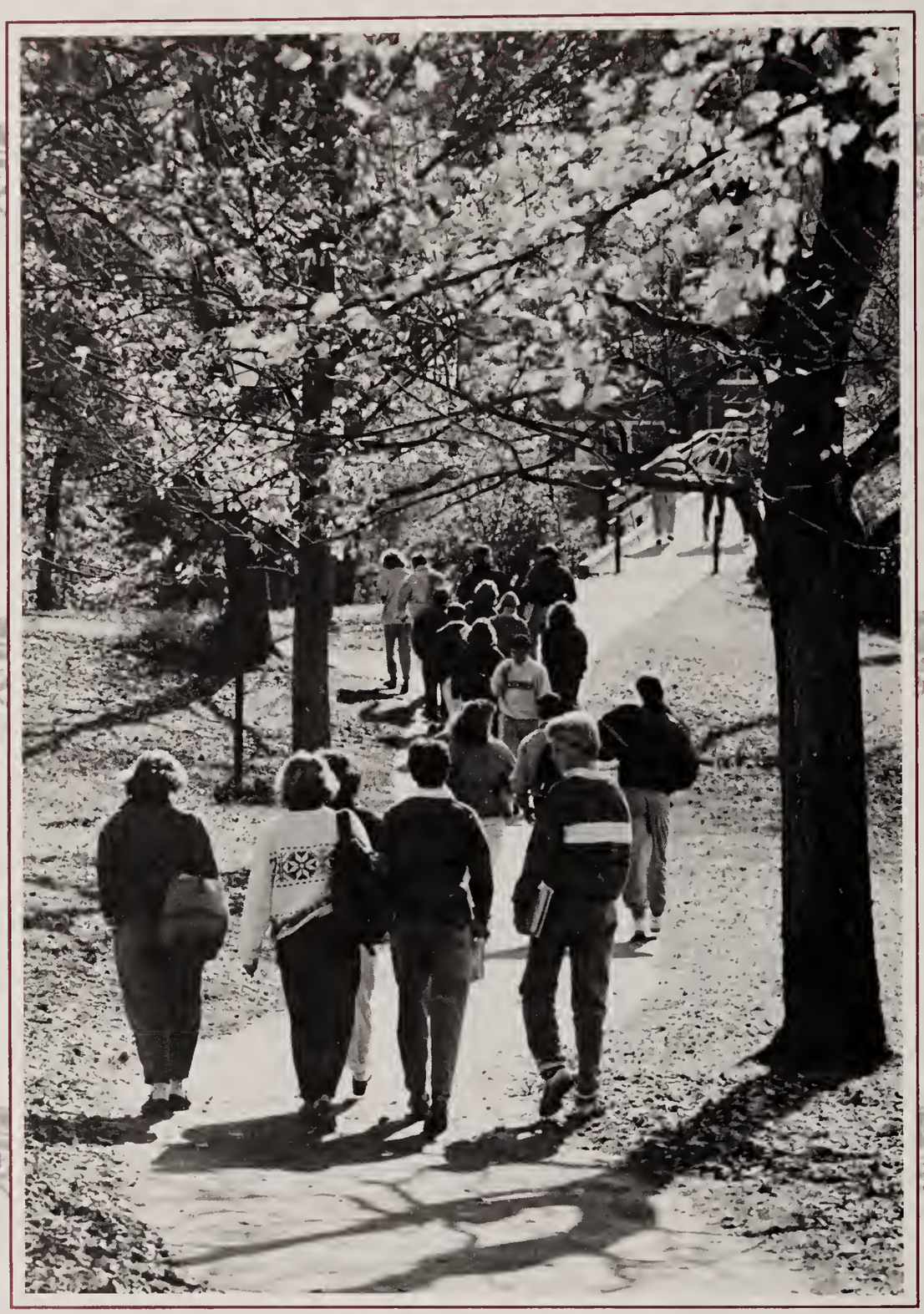
Students involved in the program meet weekly with faculty advisors and maintain detailed journals on their projects. The Director of the Afternoon Activities program later reviews students' final reports, which detail the results of their work. A positive evaluation is required for graduation.



DA

WELCOME TO
VERNON SUMMER ACADE





"Students in all grade levels who are interested in taking on leadership roles find ample opportunity within the Governor Dummer community. The Academy runs on the commitment, energy and example set by student leaders who are Community Council and Student Union officers, dormitory and library proctors, editors of the yearbook, newspaper and literary magazine and chairs of clubs and organizations."

Life in the GDA Community

Attending Governor Dummer Academy means becoming a member of a close-knit community of students and faculty members who share activities ranging from breakfast to evening study hall each day.

The Academy community operates on a seven-day day schedule and places a high priority on participation and achievement by all of its members. Successful boarding and day students learn to manage their time and plan weekdays and weekends to allow adequate time for academics, extracurricular interests and leisure activities.

The entire school convenes each day at 7:45 a.m. for announcements, presentations and acknowledgments at Morning Meeting. On Wednesday mornings, the community meets in the Moseley Chapel for a brief talk by a student, faculty member or guest speaker. Rather than a worship service, this is a time for the sharing of ideas, feelings and beliefs.

The academic day begins at 8 a.m. and continues until 2:50 p.m. Courses rotate class periods each day, and all major courses meet daily. The conference period is an integral part of each class day; students use this time to seek extra help and guidance on homework and their independent study projects. Freshmen and sophomores attend supervised study halls during free periods unless they attain sufficiently high grade-point averages to be excused. The academic schedule is shortened on Wednesday afternoons to accommodate athletic contests and other Afternoon Activities programs.

After dinner each evening, there is a two-hour activity period in which many of the Academy's clubs and organizations hold regular meetings. The library and arts and computer facilities are all open during this time so that students may work or explore personal interests.

A two-hour evening study hall follows the activity period Sunday through Friday. Students work at their desks in their dormitories under the supervision of dormitory masters and student proctors. Bed times are determined by grade level.

Weekend activities spring naturally from the interests and desires of the people who make up the Governor Dummer Community. Throughout the year there are various compulsory and optional academic, social, cultural and athletic events on campus. On Friday evenings, students often attend the theatre and symphony in Boston, fulfilling their GDA Humanities requirements. Other students may remain on campus to enjoy a concert, play, film, lecture or other presentation. Several times each year the Carl Youngman Gallery in the Academy's Kaiser Visual Arts Center hosts Friday night receptions for new art exhibits.

Regular academic classes are not held on Saturday mornings at GDA in order to provide "hands-on" time for special interests. The photography lab and ceramic and art studios are open then, as are music rooms, wood and metal shop and the Academy's computer facilities. Drivers' education and typing classes are available at those times. Students also may chose to take GDA shuttle vans to nearby Newburyport for shopping.

Most students spend Saturday afternoons participating in or viewing the Academy's athletic contests, held both on campus and at other New England schools. Saturday night activities are planned by the students' Social Committee, and regularly include dances, films, plays and talent shows.

Among Governor Dummer's unique traditions is the Saturday night open house at the headmaster's residence. Headmaster and Mrs. Bragdon open the historic 1713 Mansion House to the entire GDA community for ping pong and pool in the basement, chess and Trivial Pursuit in front of the living room fireplace, an old movie on video in the study and pizza, ice cream and conversation around the kitchen table.

Sundays at Governor Dummer Academy have less formal structure than other days, and students spend their time alternately relaxing, pursuing personal interests and preparing schoolwork

for the week. Faculty members routinely use Sundays to take students on informal trips to Boston, Plum Island and other nearby points of interest. The masters also drive students to local religious services of various denominations.

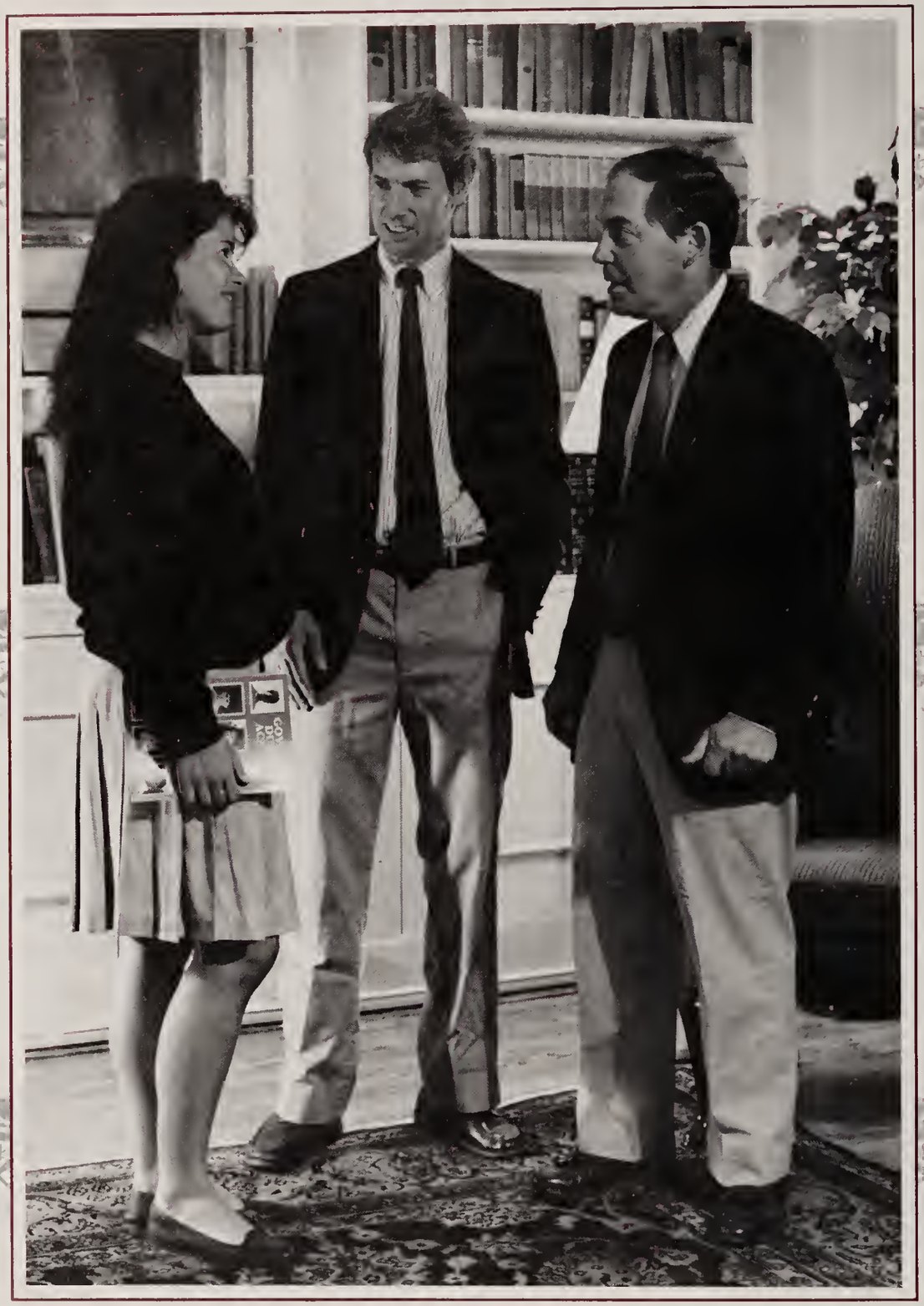
Boarding students discover that life in the dormitory provides an additional avenue for personal growth. Dormitories become second homes, places where students and faculty members from diverse backgrounds share friendships that evolve naturally from living closely and cooperatively. Students derive a new appreciation for trust, responsibility and respect through the dormitory experience, which also is extended to day students who wish to spend occasional weekend nights at GDA.

Students in all grade levels who are interested in taking on leadership roles find ample opportunity within the Governor Dummer community. The Academy runs on the commitment, energy and example set by student leaders who are Community Council and Student Union officers, dormitory and library proctors, editors of the yearbook, newspaper and literary magazine and chairs of clubs and organizations. Among the clubs and organizations at GDA are:

The Academy Singers
Amnesty International
Art Club
Chapel and Convocation Committee
Community Council
Community Service
Computer Club
Cum Laude Society
Debating Club
Drama Club
Food Committee
French Building Proctors
French Building Committee
French Club
Friday Evening Program
German Club
The Governor (newspaper)
Governor Dummer Academy Honor Society
Governor's Brass Quartet
International Club
Jewish Fellowship
The Milestone (yearbook)
Peer Tutoring Club
Photography Club
Red Key Ski Club
Smith & Company Dancers
Social Committee
Spanish Club
The Spire (literary magazine)
Thespian Society
Tour Guides

Rules at Governor Dummer, as in any society of individuals with diverse interests, are vital to the effective functioning of the community. Students learn that their adherence to the community's rules determines the climate and tone of their school. Of the six major school rules, paramount at GDA is the honesty rule, which demands complete integrity in all matters, personal, academic and social. The other major rules, governing more specific conduct, carry significant weight; transgression of any of these can lead to dismissal from the Academy. These and other specific regulations are detailed in the Student Handbook, which every GDA student receives.

and the
LAST CRUSADE



"Governor Dummer is the building block from which I can make an effort to prevent war, overcome racism and educate the uneducated. Within these walls I have received the strength and determination to face the real world head-on."

Leslie McCant '91

Admissions

The successful Governor Dummer Academy applicant is a highly motivated student who has demonstrated ability, promise and character – a student who will both gain from the GDA experience and contribute to it.

The Admissions Committee takes into consideration school performance, test scores, recommendations, extracurricular involvement and impressions from the personal GDA interview which is suggested for all applicants.

While most new students enter Governor Dummer in the freshman and sophomore years, a few places open each year in the junior class.

In accordance with the Academy's view that cultural diversity is a cornerstone of a thorough education, Governor Dummer encourages students from all backgrounds and areas to apply for admission. Similarly, the Academy does not set geographic limits for the admission of day students; GDA does not, however, provide daily transportation.

In order to be considered for admission, applicants should fulfill the following requirements:

1. The candidate should contact the Academy in the fall or early winter of the year prior to that which he or she wishes to enter. A personal interview and tour of the GDA campus should be made at that time. If distance makes a visit impractical, the Admissions Office may arrange for an Academy representative to meet the student nearer his or her home.
2. The candidate must take the Secondary School Admission Test (SSAT), administered at centers throughout the world on five Saturdays in 1991-92. Registration forms and additional information may be obtained through the Academy or from the Educational Testing Service, Box 922, Princeton, NJ 08540. The Academy recommends that the candidate take the December or January SSAT. Governor Dummer also will accept the Independent School Entrance Examination offered by the Educational Records Bureau in Wellesley, MA (telephone 617/235-8920).
3. The candidate, his family and school must complete all application forms. The preliminary application included in this catalog should be returned to the Academy as soon as possible with a $30 fee. The remaining forms, which will sent by return mail, include a student questionnaire, a request for school records, English and mathematics teachers' recommendations and a personal recommendation. The filing deadline for these forms and the preliminary application is February 1, 1992. Governor Dummer Academy will notify candidates of admissions decisions on March 10, 1992. Parents of those admitted are to respond to the Academy no later than April 10, 1992.
4. Candidates applying for financial aid in the form of grants and loans must meet the requirements of financial need, character and academic potential. If need is indicated on the final application for admission, parents are asked to complete a School Scholarship Service form, which should be returned by February 1. If the candidate's parents are separated or divorced, both parents must supply financial information. Scholarship aid is awarded to approximately 20 percent of the student body annually without regard for race, color, religious belief or national or ethnic origin.

Endowed Scholarship Funds

Governor Dummer Academy's scholarships are made possible through gifts from alumni and friends, operating funds and by income from the following endowed funds established through the years:

The George I. Alden Scholarship
Established in 1989 by the George I. Alden Trust of Worcester, Massachusetts and alumni

The Alumni Scholarship Fund
Established and supported by Governor Dummer Academy alumni to provide financial aid to deserving students

The Francis R. Appleton Fund
Established in 1909 by Francis R. Appleton

The James Barriskill Fund
Established in 1960 in memory of the former Governor Dummer Academy master (1949-1960)

The Burton Machinist Scholarship Fund
Established in 1987 by his family to honor this Class of '36 graduate

The David Knowles Chilton Memorial Scholarship Fund
Established in 1986 by Mr. and Mrs. Herman Chilton in memory of their son, awarded to a student "who best demonstrates the high principles of Governor Dummer Academy"

The Edmund Coffin Coleman Scholarship Fund
Established in 1939 through the will of Elizabeth Tappan to provide aid for scholarship

The Corning Fund
Established in 1989 by Nathan E. Corning to provide financial assistance to the children of Governor Dummer Academy staff

The Cummings Scholarship Fund
Established in 1948 by Mrs. Fred T. Cummings in memory of her husband and in honor of their son Allen H. Cummings '48

The Richard Little Dodge Fund
Established in 1940 in memory of this alumnus by his family

The Edward W. Eames Scholarship Fund
Established in 1975 in tribute to the headmaster who led the Academy for 29 years

The Eastman Fund
Established in 1983 by the bequest of Elizabeth Eastman Hall in memory of her nephews Rogert Kimball Eastman, Jr. and Charles Bond Warner Eastman

The Vida F. Ellison Scholarship
Established in 1989 by William G. Griffith '37 and John E. Griffith '40 for a student from Colorado or Wyoming

The Christian A. Johnson Endeavor Foundation Scholarship Fund
Established in 1982 to enable a worthy student to attend an independent school

The G. Heberton Evans III Memorial Scholarship Fund
Established in 1985 in memory of the teacher, coach and dorm master of 34 years

The Richard Hawkes Francis Scholarship Fund
Established in 1930 in memory of this alumnus by his family

The William Pinkham Gove Scholarship Fund
Established in 1926 by his wife and son

The Carl D. Hale Scholarship Fund
Established in 1970 through the will of Grace Hale in memory of her husband, to provide financial aid

The Janet G. Higgins Memorial Scholarship Fund
Established in 1976 in her memory by her family and friends

The Henry Hornblower Fund
Established in 1987 by trustee Nathan N. Withington '58 in honor of Boston businessman Henry Hornblower

The Ingham Scholarship Fund
Established in 1927 by the family of the late Samuel Kellogg Ingham, whose son Dr. Charles C. Ingham became the 22nd headmaster of Governor Dummer Academy

The E. Randall Jackson Memorial Fund
Established in 1966 by the bequest of his wife Lillian A. Jackson, to benefit a young person from Danvers, Massachusetts

The George Laite Scholarship Fund
Established in memory of this alumnus from the Class of '31 by his family

The Leary Family Scholarship Fund
Established in 1989 by Jack ('48) and Mary Leary and their children, '79 '81 '82 '84 '85, to benefit a student from Newburyport, Massachusetts, demonstrating a strong personal character and financial need

The Barry Nelson Lougee Scholarship Fund
Established in 1989 to honor this alumnus of the Class of '51 by his classmates and family

The David Macomber Scholarship Fund
Established in 1978 in his memory by his family and the class of 1957

The Montrone Family Scholarship Fund
Established in 1988 by Mr. and Mrs. Paul Montrone P'82 '87 to benefit a deserving student from the New Hampshire seacoast area

The C.W. & L.W. Morse Scholarship Fund
Established in 1988 by the Morse family in honor of Charles W. and Louise H. Morse of Newburyport, Massachusetts, given by their sons and grandsons, seven alumni of the Academy

The Howard J. Navins Scholarship Fund
Established in 1988 by a former student and alumni in honor of this teacher, coach and master of 41 years to recognize courage and high personal standards

The Edward Parish Noyes Fund
Established in 1915 in memory of the former student (class of 1873) and trustee (1895-1913) by Joseph Lee of Boston

The Ben Pearson Scholarship Fund
Established in 1988 by Benjamin Pearson IX '44 and Anne Pearson of Byfield in honor of a five-generation relationship with Governor Dummer Academy

The Reader's Digest Endowed Scholarship Fund
Established in 1981 by the *Reader's Digest* in honor of DeWitt Wallace, its founder

The 1763 Scholarship Fund
Established in 1946 by the Alumni Association

The Arthur W. Sager Scholarship Fund
Established in 1987 by his dear friend C. Thomas Tenney '39, to benefit deserving students from the state of Maine

The Ellsworth H. Sherin Memorial Scholarship Fund
Established in 1985 by his children and employees

The Grace S. Tisdale Memorial Scholarship Fund
Established in 1981 by Mr. and Mrs. Arthur Buettner of Auburn, Maine, in memory of Mrs. Buettner's mother

The Richard Tucker Fund
Established in 1930 in his memory by family and friends

The Asa Wilson Waters Fund
Established in 1930 by her bequest in honor of her son and grandson

The Timothy Rogers Whittemore Fund
Established in 1963 in his memory, by his sophomore classmates

The John Young Scholarship Fund
Established in 1943 by Dr. John Young

The Col. Harold H. Audet Scholarship Fund
Established in 1989 by Dr. Harold H. Audet '38 for a "day boy" from Newburyport, Massachusetts

The Friend Family Scholarship Fund
Established in 1987 by trustee Mirick Friend '59 and family in memory of his father Robert A. Friend

The Joanna Grugeon Scholarhip Fund
Established in 1990 by her family, faculty and friends in memory of this Governor Dummer Academy master

The Bernard K. Holdsworth Scholarship Fund
Established in 1987 by Clifford Holdsworth in memory of his son, a member of the Class of '44

The Charles Z. Abuza Memorial Scholarship
Established in 1988 by his family and friends in memory of this alumnus, Class of '53

The Nathan N. Withington Scholarship Fund
Established in 1990 by a classmate in honor of this alumnus and trustee, Class of '58

The Thomas N. Willins Scholarship Fund
Established in 1990 and given in memory of his father by Thomas N. Willins, Jr., Class of '35

The William L. Brian III Memorial Scholarship Fund
Established in 1990 by his family and classmates in honor of this alumnus, Class of '59

The Ellsworth Family Scholarship Fund
Established in 1990 by David H. Ellsworth '48 in honor of his family

Tuition for boarding students is $16,450.00 annually. For day students the annual charge is $11,150.00. Tuition is payable as follows:

By May 1: Initial payment

$500.00 (newly enrolled boarding students)
$300.00 (newly enrolled day students)

or . . .

$1,645.00 (returning boarding students)
$1,115.00 (returning day students)

By August 1: Second Payment

$7,725.00 (boarding)
$5,275.00 (day)
Accident Insurance of $52.00 (Optional)
Tuition Refund Plan (Optional except for students newly enrolled in the 1990-1991 and 1991-1992 academic years **not** paying full tuition)

By December 1: Third Payment

$8,225.00 (new boarding) or $6,584.00 (returning boarding)
$5,575.00 (new day) or $4,460.00 (returning day)

The Tuition Refund Plan is an insurance policy underwritten by the Commercial Union Insurance Company of Boston for A.W.G. Dewar, Inc. of Braintree, MA. The plan pays benefits, based on the total year's tuition, to the Academy and the parents of a child who is unable to complete a school year because of illness or injury, transfer of family, marriage, death, disciplinary or academic dismissal, financial problems or mental or emotional problems.

Parents of students enrolled as of September, 1990 are required to (a) pay the entire tuition in advance or (b) make the two traditional payments *and* take part in the Tuition Refund Plan. Parents of students enrolled prior to September, 1990 are not *required* to participate in the Tuition Refund Plan, however the Academy strongly recommends it. A 1% discount is offered for full pre-payment.

It is understood that students are enrolled for the entire academic year and the school establishes its operating budget on this basis. For this reason, no adjustment of tuition charges can be made by the school for absence, withdrawal or dismissal without specific vote of the Board of Trustees.

The annual tuition charge for boarding students includes the cost of room, board and instruction. For day students it includes the cost of instruction and luncheons, and dinners when needed due to school obligations. For both boarding and day students it includes the cost of athletic game uniforms and helmets (but not practice uniforms, socks, underclothing or shoes), and transportation of players and managers to other schools for games. For boarding students and, where appropriate, for day students, it includes the cost of lectures and athletic events at the school; laboratory equipment and the use of laboratories, the library, and art centers; and complete dormitory room furnishings, excluding bed linens and blankets.

Certain other charges will appear on school bills. They vary widely in total amount among individual boarding students, but average about $800.00 to $900.00 per year per student. A number of these charges might be items of expense to parents if the student were not at boarding school. These charges might include: books, school supplies, subscriptions to school publications, team photographs, club membership fees, $30.00 social activities assessment, school dances, humanities trips, College Board Examination fees, transportation to and from Boston at vacation periods, transportation for ski trips, optional bus trips, a fee for Golf Club privileges and personal athletic equipment. Day student extra expenses average $600.00 to $700.00 per year.

Bedding linen and towels are supplied by E & R Laundry for all boarding students. The annual cost of $125.00 will be billed in September. A fresh weekly exchange of two percale sheets, one percale pillowcase and five bath towels will be supplied.

THE ALUMNI COUNCIL OF GOVERNOR DUMMER ACADEMY

John S. Mercer '64, President
Amesbury, Massachusetts

William B. Tobey '70, Secretary/Treasurer
Stafford Springs, Connecticut

Peter Sherin '59, Past President
Boston, Massachusetts

Richard A. Cousins '45
Newburyport, Massachusetts

Thomas H. Larsen '54
Weston, Massachusetts

Ralph F. Johnson, Jr. '64
Newbury, Massachusetts

Abigail Woodbury '78
Brookline, Massachusetts

Kathryn A. O'Leary '81
Charlestown, Massachusetts

John B.A. Nye '82
New York, New York

Benjamin B. Brewster '43
Plymouth, Massachusetts

George L. Richards, III '77
South Natick, Massachusetts

Tracie Fornaro '77
Duxbury, Massachusetts

Daniel H. Emerson '50
Lynnfield, Massachusetts

Peter Arnold, Jr. '74
Framingham, Massachusetts

Mark A. Whitney '81
Portsmouth, New Hampshire

Martha A. Lawlor '82
Cambridge, Massachusetts

Henry B. Eaton '70
Chestnut Hill, Massachusetts

Deborah E. Adams '74
Atkinson, New Hampshire

Ex Officio
John P. English '28
Appointed Member
East Orleans, Massachusetts

Howard J. Navins '31 Founder, Life Member
Byfield, Massachusetts

George E. McGregor '51, Trustee Liaison
Byfield, Massachusetts

Brian P. Lenane '72, Faculty Liaison
Byfield, Massachusetts

Michael A. Heel, Annual Fund/Alumni Affairs Director

Stuart D. Chase, Director of Development

THE GOVERNOR DUMMER ALLIES

The Governor Dummer Allies is an organization of Academy parents, past and present faculty members and friends who are dedicated to serving GDA. Through two major fundraising events each year – an auction and golf and tennis tournament – the Allies support a variety of needs and goals within the Governor Dummer community. The organization also provides a vital link between parents and the Academy.

Governor Dummer Allies 1991-92 Officers:
President: Susan Heersink, Newburyport
Vice President: Anne Benedict, Andover
Treasurer: Susan Ambrosi, West Newbury
Recording Secretary: Barbara Conway, Newburyport
Corresponding Secretary: Terri Cutting, Andover

Guidance and Health Care

Governor Dummer Academy recognizes that students' needs sometimes encompass more than academics, athletics and extracurricular activities. The Academy therefore maintains a broad support system that encourages students to share their personal issues with their teachers, dormitory masters, peers and advisors in an atmosphere of warmth and confidentiality.

As advisors, GDA faculty members are mentors, confidants and advocates who make themselves available to all students. In addition to the formal advisor system, students may find help through the Academy's Counseling Group, which is composed of 12 experienced and trained faculty members led by the Director of Counseling.

Governor Dummer's Big Brother/Big Sister Program forges important links among peers and assists incoming students in adjusting to their new environment. Senior dormitory proctors, chosen for their responsibility, sensitivity and generosity, also help in guiding students through the inevitable conflicts of adolescence.

The Director also conducts regular seminars in human relations and sexuality, drug and alcohol abuse, divorce and eating disorders.

The Academy also maintains the Duncan Health Center, which is staffed by registered nurses 24 hours each day, to meet students' medical needs. The 12-bed facility permits initial evaluation of health questions at all times.

The school doctor makes regularly scheduled visits to the Academy three days a week for problems that do not require emergency care, and is available at all other times. If conditions require further attention, students are taken to the Anna Jaques Hospital in nearby Newburyport.

CURRICULUM AND COURSE DESCRIPTIONS FOR 1991-92

ACADEMIC REQUIREMENTS FOR DIPLOMA

I. **CREDITS**
   A. Successful completion of 16 credits including required courses.
   B. Two-semester majors = 1.0 credit; minors & one-semester majors = 0.5 credit.
   C. Transfer credits require approval of the Director of Studies.
   D. Repeated courses do not earn a new diploma credit but do count in the credit load for the semester or year.

II. **DISTRIBUTION REQUIREMENTS***
   A. English: courses 11-12, 21-22, 31-32 and one in each semester from the 40s series.
   B. Mathematics: courses 11-12, 21-22, and 31-32 or 35-36.
   C. Social Studies: U.S. History and a two-semester course prior to U.S. History.
   D. Foreign languages: courses 11-12 and 21-22 in any one language.
   E. Sciences: 2 two-semester majors (including Science I if entering freshman year.
   F. Fine Arts: Introduction to the Fine Arts in freshman year; thereafter, one course in art, ceramics, music, photography or theatre.

III. **MINIMUM CREDIT LOAD PER YEAR***
   A. Freshman year: 5.5 credits.
   B. Sophomore year: 4.5 credits (20% of class carry 5.5).
   C. Junior Year: 4.5 credits (85% of class carry 5.0 and 10% carry 5.5).
   D. Senior year: 4.5 credits (55% of class carry 5.0 and 20% carry 5.5).

IV. **OTHER REQUIREMENTS AND CONSTRAINTS***
   A. The Humanities Program requirement and the Community Service requirement are part of the requirements for diploma.
   B. Programs for sophomores, juniors and seniors must include at least **four major** courses in each semester. The freshman program is fixed at five major courses and one minor course.
   C. **Seniors** must pass all year-long and semester-length courses in the second semester regardless of total credits accumulated prior to the senior year.
   D. In year-long courses, a failure in the first semester can be made up by second semester achievement judged sufficient by the teacher to pass the year.
   E. Students may not drop without penalty, change or add courses after **the first four weeks** of any semester. **Seniors** may not drop any second-semester course after **January 1st** (earlier for Early Decision acceptances).
   F. Two-semester courses and Language 31-32, 41-42 and 51-52 may not be discontinued **at midyear or during the summer** except by graduation.
   G. The time between Thanksgiving and Christmas vacations provides opportunities for students to request changes in their second-semester programs.
   H. Any student not meeting minimum academic achievement standards as outlined in the student rule book is subject to academic probation. Failure to meet the terms of academic probation or the terms of summer make-up work will render the student liable for dismissal from the Academy.

NOTE:
*Exceptions to these specific requirements can be made only by the Director of Studies, who consults with the department chairman and the advisor, upon written petition from the student and family.

COURSE OFFERINGS and EXPLANATORY NOTES

The pages that follow contain designations and descriptions of all courses being offered in the Academy's curriculum for the coming school year. This listing includes changes in the curriculum as detailed in the 1991-92 school catalog published last summer. It is possible that a course listed herein will not actually be offered if enrollment is deemed insufficient, or will change semesters if enrollments so dictate.

Courses are listed by department, together with notes on special situations within each department's program and on any non-credit offerings. A special section at the end details restrictions that apply to juniors and seniors considering participation in the Senior Spring Projects Program.

COURSE DESIGNATIONS

Course designations consist of a course number and a descriptive title, such as MA21-22: Geometry. An odd number is generally offered only in the FALL semester, even numbers in the SPRING semester. A course with a single number, such as HS41: Chinese History, is a complete course in one semester. A two-number course, such as SC21-22: Biology, is a year-long course requiring enrollment in both semesters. Most courses in Mathematics, French and Spanish have both halves of year-long courses offered in each semester. All courses listed in these pages are *MAJOR* courses (two semester = 1.0 credit; one semester = 0.5 credit) unless designated as *MINOR* courses (0.25 credit per semester).

SPECIAL SECTIONING

The Governor Dummer curriculum does not utilize "ability grouping" or "tracking by ability" as traditionally understood, especially in its younger classes. However, there are ways in which differences of background or ability are addressed, and there are special sections in each field of study to present more challenging opportunities for the student with outstanding strengths and high motivation.

Accelerated sections exist in the science program. Similar to honors sections elsewhere, these special sections indicate greater challenge and competition compared to regular sections in chemistry and physics. Accelerated sections of introductory biology indicate a full year of chemistry has already been studied, thus the course assumes more than do the regular sections.

Honors sections in upper-level mathematics and United States History signify more demanding sections of these courses. The "honors" designation in English (seniors only) and in science must be earned by selection and enrollment in special seminars (EN 81-82 and I) concurrent with the regular course.

Many courses at the upper levels are designated as *Advanced Placement (AP)* courses or sections. The Advanced Placement Program of the College Board is designed to offer greater challenges through rigorous courses to able and ambitious students. It also provides a means of recognizing outstanding commitment and achievement; success on AP exams in May can earn college credit or advanced placement at the college entered. All students in AP courses are required to take AP exams. Those courses which traditionally produce students who succeed on the exams are designated as AP courses.

Students are selected for special sections on the basis of past achievement and evidence of willingness to work hard, tested ability, departmental recommendations and student requests. When a special section is oversubscribed, the department chairman and director of studies make final enrollment decisions. On rare occasions, a scheduling conflict might preclude a particular student's participation in a special section.

COLLEGE ENTRANCE REQUIREMENTS

Since the vast majority of Academy students are aiming for college, college entrance requirements must be kept in mind in selecting courses. In many instances, especially at the highly selective colleges to which many of our students aspire, these requirements may exceed the Academy's minimum requirements for graduation. *The College Handbook* and the catalogs of the individual colleges are sources of information, as are the departmental notes throughout this pamphlet.

In general, the more selective colleges and universities are looking for breadth and depth in the academic preparation of their applicants. Hence, it is important for the student with high aspirations to continue the study of mathematics and a foreign language beyond the minimum, to take the extra history course, to be sure to include a lab science in the junior and senior years and, when possible, to qualify for inclusion in accelerated, honors or AP sections.

Since many colleges require candidates to take College Board Achievement Tests – in addition to the Scholastic Aptitude Tests (SAT) – in at least three different areas (usually English; mathematics; and a foreign language, or American or European history or a science) by January of the senior year, courses should be chosen with this in mind. Our students normally take these Achievement Tests on two dates: in June of the junior year, and in December of the senior year. A few sophomores find it advantageous and are advised to take one or two Achievement Tests upon completion of the appropriate courses.

CHOOSING A PROGRAM OF STUDY

Decisions concerning the selection of courses – made in consultation with the student's advisor – must account for the factors mentioned above. Choices made at the end of the freshman and sophomore years have a very important impact in crucial junior and senior years – in the college admission process. Selection of courses, then, cannot be taken lightly. A curriculum panel reviews each student's choices.

ENGLISH DEPARTMENT

EN 11-12: Freshman English (two semesters) The course is designed to help the students develop sound, individual writing styles and gain confidence in their own evaluations of literature. The literature in the course is chronologically organized. Class time will be used to present the cultural background of this literature, giving students a sense of the daily life lived in the various historical periods. This overview will form the basis for literary study in subsequent years. Vocabulary will be studied weekly; and this practice will also continue through a student's four years at Governor Dummer. Weekly compositions will give students practice in writing critical analyses, personal and creative essays, plays and poetry. Grammar will be studied formally and prescriptively through exercises and correction and rewriting of student essays. Composition competence examinations in grammar, punctuation and usage will be given in this course, examinations that will be repeated in varying forms and at varying periods throughout a student's four years of English. (Freshmen)

EN 21-22: Sophomore English (two semesters) The first quarter of this course will be devoted almost entirely to composition practice and development. Prescriptive work in grammar and punctuation will be combined with workshop techniques to encourage peer criticism, prewriting and rewriting. The form of the sentence, the paragraph and the essay will be studied in succession. Students will meet with their teachers for conferences every other week, a practice that will be continued throughout the junior and senior years. The systematic study of literary genres – poetry, short story, essay, drama and novel – will be undertaken during the remainder of the year. Lengthy assignments in outside reading will try to broaden through literature a student's consciousness of geographical and ethnic differences. Weekly essays will be divided evenly in subject matter between personal expository essays and critical essays. Competence examinations will concentrate on grammatical terminology and the elimination of various kinds of sentence errors and stylistic irregularities. (Sophomores)

EN 31-32 Junior English (two semesters) The junior curriculum reviews the fundamental grammar and composition study of the sophomore year, but moves beyond it to a more sophisticated consideration of written form and style. Assigned reading carefully defines such archetypes as comedy, tragedy, romance, irony and satire; and it introduces longer and more complex examples of the genres studied in the sophomore year – poetry and fiction. Drama is examined for its theatrical as well as its literary value. Along with classical writings, a number of important literary works – *Huckleberry Finn, Walden, The Scarlet Letter, The Great Gatsby* and *Death of a Salesman* – are used to study literature and attitudes that are peculiarly American. (Juniors)

SENIOR ENGLISH (Advanced Placement) To fulfill his or her English requirement each senior will select one fall- and one spring-semester course from those listed as the 40s series on the pages that are produced separately in the month of May. These courses are designed by individual senior teachers to deepen the study of a particular writer, theme, genre or historical period, and a number of them are new each year. Samples of past courses are printed below:

CREATIVE WRITING WORKSHOP – Although students will be asked to write, initially, in each major form – the poem, short story, drama and essay – they will then be encouraged to work at length and in depth in one form of their own

choosing. There will be three class meetings and one individual conference each week. At the end of the spring an anthology including the best of each student's writing will be published.

A FORAY INTO "MODERNISM" – What's going on in the twentieth century? Is the "self" finally being realized, or are we merely reaping the whirlwind? Does anyone really know? Should we know? Can we know? In this foray into "modernism," we will read some of the best British and American literary minds of the first half of the century. We will also investigate the visual and musical arts for a short time to see how they reflect the spirit of the age. Authors read will include Conrad, Yeats, Hardy, Eliot, Joyce, Woolf, Beckett and Owen.

For now, the course registration sheet simply indicates that the student will be enrolling in Senior English (AP) each semester. All Senior English sections are AP sections, although the AP exam in May is not required.

Because of scheduling difficulties, first and even second choices are not always possible to arrange; the four priorities for each semester should be clearly indicated on the student's special Senior English registration sheet in May.

EN 81-82: English Honors Scholars Seminar (two semesters) This "extra credit" honors seminar meets for two hours in the evening every other week; evaluation for work in the seminar is incorporated in the student's grade for the regular senior English 40s course work. The seminar is led by four department members in rotation. It gives outstanding students the opportunity to work with students equally strong and to confront more challenging reading and writing assignments. (Eligibility: honors level work in English 31-32 and selection by the department.)

MATHEMATICS DEPARTMENT

The core program includes Algebra I, Geometry and Algebra II as required courses. The focus is on the symbolic language of algebra, geometric objects, sound arguments and first exposures to functions, graphing, problem solving and mathematical modeling. What lies beyond necessitates skill with computation, feeling for sensible estimates, much practice with algebraic manipulations and experience applying appropriate concepts and strategies in given situations.

MA 11-12: Algebra I (each half offered both semesters) This is a logical development of a first course in algebra – the foundation – emphasizing basic concepts, understanding and fundamental skills. The course content includes the real number system, algebraic symbolism and its application (translating from English to mathematical language), graphs of linear relations, radicals and the quadratic formula.

MA 21-22: Geometry (each half offered both semesters) In this course the students are introduced to Euclidean Geometry. The challenge of solving problems using the components of deductive structure and employing traditional, coordinate and transformational approaches makes the course both fun and rigorous. Additionally, the course strives to integrate algebra and geometry, as these disciplines are made richer by building on each other.

MA 31-32: Algebra II with Trigonometry (each half offered both semesters) This is an intermediate course which redevelops the concepts of the first course and extends them to a more mature understanding of inequalities; polynomial functions; graphing techniques; conic sections; rational, real, and complex number systems; and introductions to exponential, logarithmic and trigonometric functions. Algebra I and Geometry are thus blended together in the analytic geometry of Rene Descartes. (Students are ready for the **Math Level I Achievement Test** after MA32.)

MA 35-36: Honors Algebra II (two semesters) This honors course offers deeper coverage of the topics considered in MA31-32 and introduces sequences, series and probability. Students are likely to continue to MA 47-48 and MA 57-58; some will move to MA 45-46 and MA 53-54. (Enrollment requires departmental recommendation. Students are ready for the **Math Level I Achievement Test** after MA36.)

Placement in all higher mathematics courses is decided by the department.

MA 41: Finite Mathematics (Fall; half-credit) Topics from linear functions and relations, elementary matrix algebra and linear programming – both graphical and Simplex methods – are investigated along with review of some rudimentary material. Emphasis is placed on modeling real world problems. The course is intended for students not yet ready for the traditional track (Precalculus) but for whom more mathematics will be useful in business and social science studies. A traditional precalculus course probably should follow this course prior to the study of calculus in college. (Seniors only; ready for **Math Level I Achievement Test** in the winter)

MA 42: Probability and Statistics (Spring; half-credit) Through the study of elementary combinatorics, probability and descriptive statistics, students will learn to deal with the plethora of data that confronts us daily. What part does chance play in our lives? What inferences can be drawn from masses of statistics? How valid are they? What do we mean when we say an occurrence is unexpected? What can be predicted? One outcome should be the recognition of the misuse of statistics by those advertisers, politicians and the like who bombard us with "evidence" for their positions. (The target audience is the same as that for MA 41, and those juniors who complete MA 32 in the fall; ready for **Math Level I Achievement Test** in June.)

The two Precalculus courses – MA45-46 and MA47-48 – continue the traditional route from arithmetic through algebra and analysis to the calculus, either in high school or college. Precalculus reviews and extends both algebraic skills with applications and the concept of a function and its applications. Students in these courses are ready for **Math Level I Achievement Test** if taken in December, and **Math Level II Achievement Test** at the June session.

MA 45-46: Precalculus (two semesters) The traditional route – this is a review and extension of material from the first three courses: algebraic structure and proof, the elementary functions, conic sections, sequences, the binomial theorem and mathematical induction and elementary probability. This course is for students wishing to maximize their options for college majors and those tending toward sciences or mathematics. (MA 53-54: AB-Calculus is the usual sequel.)

MA 47-48: Honors Precalculus (two semesters) Two-thirds of the year is devoted to the study and analysis of the elementary functions, limit theory via sequences, finite series, mathematical induction, polar coordinates and curves and vectors. The last third considers the differential calculus of polynomial functions. Graphical analysis is emphasized throughout the course, enhanced by mathematical investigations on the computer. (MA 57-58: BC-Calculus is the usual sequel.)

MA 51-52: Introduction to Calculus (two semesters) The target audience for this course includes those students who have completed the precalculus course but are deemed unready for the Advanced Placement Calculus courses (below) or have chosen not to take on the extra commitment implied in the Advanced Placement courses. Two-thirds of the year will be devoted to precalculus topics – both elementary functions and analytic geometry that need strengthening and those not included in the usual precalculus course – and one-third of the course will consider limit theory and the calculus of polynomial functions. (MA 45-46 or MA 47-48 is a prerequisite.)

MA 53-54: AB-Calculus (Advanced Placement; two semesters) This introduction to The Calculus includes analytic geometry, introductory limit theory and continuity, differential and integral calculus of the elementary functions, geometric motivation and formalism and applications to graphing and economics, physical sciences and life-sciences. (MA 45-46 or MA 47-48 is a prerequisite; Advanced Placement Exam is administered in mid-May.)

MA 57-58: BC-Calculus (Advanced Placement; two semesters) In addition to the material covered in AB-Calculus not already covered in MA 48, topics include limit theory (via sequences and epsilon-delta), continuity and convergence, power and Taylor series, elementary differential equations, methods of integration, approximation techniques, polars, vectors and parametrics. (MA 47-48 or MA 53-54 is a prerequisite; Advanced Placement Exam is administered in mid-May.)

MA 61-62: Advanced Topics in Mathematics (two semesters; minor course) This course is for students who have completed BC-Calculus as juniors. Study will include topics from discrete mathematics and non-linear dynamical systems, perhaps to include some topics from the calculus and problem solving. In this way the student's background will be broadened before beginning a major in mathematics.

CS 20: Topics in Computers (Fall or spring; half-credit) This course examines computers as a tools for the mind that allow humans to be more productive and inquisitive. Incorporating the history, anatomy, uses and misuses of computers, lectures will cover the evolution and design of computer hardware, while an integrated lab will introduce students to the major software tools that can benefit their academic, personal and career efforts. Emphasis will be placed on microcomputers, with focus on word processors, spreadsheets, data bases and graphics. The underlying philosophy is that exposure to computer applications currently is a more universal need than is programming skill. (Sophomores, juniors and seniors; enrollment limited to 14 each semester)

NOTES:

1. The department strongly encourages all students to enroll in mathematics courses every semester. Students who wish to keep open as many college major options as possible or who are aiming for engineering or business colleges will need to study mathematics in all four years.
2. Placement in courses subsequent to Geometry will be determined by the department's recommendation. Exceptions require written permission of the chairman and the current teacher.
3. Students who have completed precalculus (MA45-46 or 47-48) are advised to take the Math Level II Achievement Test. Those who are only half-way through precalculus or at the end of Algebra II are advised to take the Math Level I Achievement Test. Those who have not completed Algebra II are not fully prepared for either test.
4. Very strong students of Algebra I (B+ or better) who have more than an abiding interest in mathematics/science may take Geometry and Honors Algebra II concurrently in the sophomore year with the approval of the advisor, the department chairman and the Director of Studies. Students are **not** permitted to double up with Geometry and **regular** Algebra II when trying to accelerate a full year in the mathematics program.
5. Students completing the Mathematics requirement prior to the junior year who wish to terminate the study of mathematics must earn departmental approval on Level I Achievement or else enroll in MA 45-46. Only very special circumstances would warrant approval of termination of mathematics study before the senior year.
6. Students enrolled in any of the following upper-level courses **may not discontinue** these year-long commitments at semester break in January: MA 45-46, MA 47-48, MA 51-52, MA 53-54, MA 57-58, MA 61-62 and MA 63-64.

HISTORY and SOCIAL STUDIES DEPARTMENT

HS 11-12: Ancient History (two semesters) This introductory course concentrates upon the study of the rise and fall of the early civilizations of the Near East, Ancient Greece, and Ancient Rome. (normally in freshman year)

HS 21-22: Modern European History (two semesters) This survey course emphasizes the political, economic and social development of Western Europe from the Age of Absolutism to the present. Emphasis is placed upon the origins and consequences of industrialization, the rise of the middle class and the evolution of totalitarianism. (Normally sophomores and new juniors)

HS 31-32: United States History (Advanced Placement; two semesters) This chronological survey focuses upon the governmental and decision-making processes in the nation's history. Included throughout the study is the intensive investigation of the major issues and events in American history. (Prerequisite: two semesters of history; juniors or seniors)

HS 33-34: Honors United States History (Advanced Placement; two semesters) This section will undertake a more intensive study of American history, and the approach should be very suitable for students interested in taking either Advanced Placement or Achievement tests at the end of the year. The syllabus will emphasize readings from several authors in paperback, work with documents, exposure to American literature and analytical work in political, economic, constitutional and social history of the United States. (Departmental approval is required; juniors or seniors)

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Remaining History Department courses are generally limited to one section:

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HS 37: Post-War America (Fall; half-credit) "From Yalta to Megatrends" This course covers the dramatic emergence of the United States after the Second World War, and the Cold War, Vietnam and Watergate. We will also consider America in the '80s under President Reagan, and speculate about the future (HS31-32 or HS33-34 is a prerequisite; especially suitable for American History Achievement Test preparation as a senior; **offered** in alternate years with HS39; **offered** in 1991-92.)

HS 39: Feminine Perspective in American History (Fall; half-credit) This course will chart the influences and contributions of individual women and their involvement in social movements that helped to form American history and thought. Highlighted in the course will be issues and conflicts that involved women during historical movements such as abolition, women's suffrage and labor. (HS31-32 or HS33-34 is a prerequisite; **offered** in alternate years with HS37; **offered** in 1991-92.)

HS 41: Chinese History (Fall; half-credit) The course examines "traditional China" and the agonies it has undergone as it has attempted to join the twentieth century world. (Normally in junior or senior year)

HS 42: Japanese Studies (Spring; half-credit) This course will consist of a study of Japan, its unique culture, people and history. (Normally in junior or senior year)

HS 44 African History (Spring; half-credit) This course will focus on sub-Saharan Africa, examining traditional societies, the impact of colonialism and recent social, political and economic developments in the post-colonial period. Although emphasizing the diversity within the continent, the course will also provide a basic framework by which to study the region. (Juniors or seniors; offered in alternate years with HS 48; **not offered** in 1991-92)

HS 45-46 Russian Studies (two semesters) This course emphasizes political, social and geographic factors in the development of modern Russia. Political thought and modernization are important themes throughout the course, which will emphasize the period from Peter the Great to the present. (Juniors or seniors)

HS 48: Middle Eastern History (Spring; half-credit) This course will emphasize the history and geography of the Modern Middle East during the twentieth century, especially after World War II. Political, social, religious and economic developments, as well as current issues, will be dealt with in readings and discussions. (Juniors or seniors; offered in alternate years with HS44; **offered** in 1991-92)

HS 49: The American Civil War (Spring; half-credit) This course will use both normal texts and video materials to examine the Civil War and its results in some detail. Students will examine the immediate causes of the war, the military strategy and tactics, the military and political leadership in both North and South, social and economic changes during the war and the effects of emancipation on the freed slaves. A reading report will be required, and a paper on some aspect of the war will replace a final examination. (Juniors or seniors who have completed the first semester of American History or completed the course at an earlier date.)

HS 51: Macroeconomics (Fall; half-credit) This course undertakes a detailed study of the national economy. Production, savings and investment, consumption, inflation, unemployment and income distribution are studied closely. The tools of economic science are examined, as well as traditional demand and supply analysis. The lives, thoughts and theories of the world's great economists are investigated as well, giving each student a solid background in understanding capitalism and other economic systems. (Juniors or seniors)

HS 52: Microeconomics (Spring; half-credit) In this course students will undertake detailed examinations of firms and industries within the world and national economy. Prices and allocation, the market in movement, market failures, as well as the operation of firms under varying forms of competition are studied from theoretical and practical standpoints. The lives and works of economists are investigated, with special emphasis placed on the works of recent Nobel Prize-winning economists. (Juniors or seniors)

HS 61: Sociology (Fall; half-credit) This course explores the science of human interaction by first investigating several topics in sociology, including cultural sociology, group behavior, social institutions and social problems. (Seniors only)

HS 64: Psychology (Spring; half-credit) This investigation into the sciences of human interaction will analyze, among other things, normal growth and development, major personality theories, the unconscious and self-discovery. (Seniors only)

FOREIGN LANGUAGE DEPARTMENT

FRENCH

FR 11-12: French I (two semesters) This course introduces basic French communication skills, both oral and written. Basic grammar is presented along with an introduction to French civilization and readings. Most course work is conducted in French, and the Language Lab is utilized.

FR 21-22: French II (two semesters) This course reviews and extends the goals of First Year French. Most course work is conducted in French, and the Language Lab is utilized.

FR 31-32: French III (each half offered both semesters) In this course the work in basic communications skills is continued, while the student is introduced to French literature and history. Most course work is conducted in French. Completion of this course prepares the student for the French Achievement Test (optional).

FR 41-42: French IV (Advanced Placement; each half offered both semesters) Emphasis in this course is placed on an intensive review of vocabulary and grammar, work on essay writing, translation, preparing and delivering speeches, memorization and reading from current publications. Most course work is conducted in French. Completion of this course prepares the student for the French Language Advanced Placement Exam (optional) in May.

FR 51-52: French V (Advanced Placement; each half offered both semesters) The description for this course is the same as that for FR 41-42. The syllabus is alternated from year to year so that students at both levels can study in the same class without duplication.

GERMAN

GR 11-12: German I (two semesters) Basic communication skills, both oral and written, are introduced in this course, with an emphasis on idiomatic conversation. Some elementary readings are considered. Most course work is conducted in German, and the Language Lab is utilized.

GR 21-22: German II (two semesters) Work in grammar is continued in this course, with emphasis on writing and vocabulary. Some stories are read. Most course work is conducted in German and the Language Lab is utilized.

GR 31-32: German III (two semesters) Work in communication skills is continued in this course. The student is introduced to German civilization, history and literature. Films and outside speakers are part of the course. Most course work is conducted in German. Completion of this course prepares the student for the German Achievement Test (optional).

GR 41-42: German IV (Advanced Placement; two semesters) This course includes an intensive review of grammar, regular writing assignments, discussion of current events and a survey of German Literature. Most course work is conducted in German. Completion of this course prepares the student for the German Language Advanced Placement Exam (optional) in May.

GR 51-52: German V (Advanced Placement; two semesters) The description for this course is the same as that for GR 41-42. The syllabus is alternated from year to year so that students at both levels can study in the same class without duplication.

LATIN

LT 11-12: Latin I (two semesters) This course presents basic grammar and vocabulary. Elementary Latin readings are considered, and much work on translation takes place.

LT 21-22: Latin II (two semesters) The study of basic grammar and translation continues in this course. Students read *The Argonauts* and selections from Julius Caesar. An introduction to mythology is part of the course.

LT 31-32: Latin III (two semesters) In addition to an intensive review of grammar and vocabulary, readings from Cicero, Ovid and a variety of other authors are studied. Also included is an introduction to Latin verse. Completion of this course prepares the student for the Latin Achievement Test (optional).

LT 41-42: Latin IV (two semesters) This course continues to emphasize grammar and vocabulary review. The first semester's focus is on Vergil's *Aeneid*. During the second semester, readings from Plautus, Catullus and Horace are studied and discussed. Preparation for the Latin Advanced Placement Exam (optional) in May is possible for that student who is willing to complete independent study in conjunction with this course.

LT 51-52: Latin V (Two semesters) The description for this course is the same as that for LT 41-42. The syllabus is alternated from year to year so that students at both levels can study in the same class without duplication.

SPANISH

SP 11-12: Spanish I (two semesters) This course introduces basic Spanish communication skills, both oral and written. Basic grammar is presented along with an introduction to Hispanic Civilization and readings. Most course work is conducted in Spanish, and the Language Lab is utilized.

SP 21-22: Spanish II (two semesters) This course reviews and extends the goals of First Year Spanish. Most course work is conducted in Spanish, and the Language Lab is utilized.

SP 31-32: Spanish III (each half offered both semesters) In this course the work in basic communications skills is continued, while the student is introduced to Hispanic literature and readings about Spain and Latin America. Most course work is conducted in Spanish. Completion of this course prepares the student for the Spanish Achievement Test (optional).

SP 41-42: Spanish IV (Advanced Placement; each half offered both semesters) Emphasis in this course is placed on an intensive review of vocabulary and grammar and work on essay writing, memorization, translation and speaking. Readings and discussion of the works of twentieth century authors form the core. Most course work is conducted in Spanish. Completion of this course prepares the student for the Spanish Language Advanced Placement Exam (optional) in May.

SP 51-52: Spanish V (Advanced Placement; each half offered both semesters) The description for this course is the same as that for SP 41-42. The syllabus is alternated from year to year so that students at both levels can study in the same "class" without duplication.

NOTES:

1. Students considering the major liberal arts colleges should plan to take at least three years of one foreign language. Colleges are impressed by students who take the full sequence of one language.
2. Students should be at the third-year level or higher before taking College Board Achievement Tests in foreign languages.
3. Students beginning languages at GDA will find the language available through the fourth-year level. We also maintain a policy of offering as advanced a level as students are prepared to handle.

SCIENCE DEPARTMENT

SC 11-12: SCIENCE 2000 (two semesters; required of all freshmen) An interdisciplinary study of the major scientific disciplines and the central unifying themes of science, which will provide the background and skills necessary for further study of chemistry, biology and physics. Emphasis will be placed on laboratory work and field studies of the local environment as well as the development of computer literacy.

UPPERCLASS SCIENCE COURSES:

SC 21-22: Biology (two semesters) A hands-on approach to biology with emphasis on laboratory observation and experimentation, unity, interaction and continuity of life. Students are introduced to the nature of science through biological models. (Sophomores, juniors or seniors)

SC 23-24: Accelerated Biology (two semesters) An introductory survey course in biology emphasizing the continuity of life from a biochemical point of view. An advanced level text is used in this course. (Prerequisite: one year of chemistry; also recommended: physics; sophomores, juniors or seniors)

SC 27: Ecology (Fall; half-credit) This study is a second year biology course based on the concept of the ecosystem. The biology of individuals and communities will be treated in class and in the laboratory. (Prerequisite: one year of biology and one year of chemistry or physics, completed or being studied concurrently; juniors or seniors)

SC 28: Marine Science (Spring; half-credit) This is a second year physical science course considering the basic principles of geology, chemistry, physics and biology as they relate to the oceans. (Prerequisite: one year of biology and a year of chemistry or physics, completed or being studied concurrently; juniors or seniors)

SC 29: Ornithology (Fall; half-credit) Basic principles learned in biology will be applied to a group of animals seen every day, creating understanding of the concept of biological fitness. Classification, anatomy, physiology and the physics of flight will be studied in connection with the birds of New England. Field work will be a key component of the course, and the student will become acquainted with "birding" as a life-long activity. (Prerequisite: One year of biology and one year of chemistry or physics, completed or being studied concurrently; juniors or seniors; **not offered** 1991-92)

SC 31-32: Chemistry (two semesters) A general introduction to chemical theory and laboratory procedures, meeting six periods per week. (Sophomores, juniors or seniors)

SC 33-34: Accelerated Chemistry (two semesters) An introductory course for students with strong aptitudes and a strong interest in science. Meeting seven periods a week, this course offers a more rigorous and comprehensive introduction to chemical theory and laboratory technique than is offered in regular sections of Chemistry. (Sophomores, juniors or seniors)

SC 37-38: Advanced Chemistry (two semesters; minor course) A review and further development of the first year chemistry course, followed by projects or topics chosen by the students and the instructor. During the spring term, students will participate in an ongoing research project investigating physical

and chemical characteristics of the Parker River ecosystem. (Prerequisite: One year of chemistry; juniors or seniors with permission of the department)

SC 41-42: Physics (two semesters) Designed for the student who is less certain of his or her interest in and need for the study of physics. The course will be less exploratory than the accelerated course and will afford the student more opportunity to practice his or her basic mathematics skills in repetitive problem solving. A student who succeeds in this course should be able to handle the CEEB Achievement Test in physics as well as succeed in a college physics course, even the GDA Advanced Physics course. (Generally recommended for seniors)

SC 43-44: Accelerated Physics (two semesters) A general introduction to physics. The course is laboratory oriented; over half the class time is devoted to laboratory investigations. Many of the activities utilize a microcomputer-based laboratory program which allows students to collect and analyze data using the computer. This course is not recommended as a preparation for the CEEB Achievement Test in Physics, but it will give the student a feel for the process of physics and make him or her a more scientifically literate citizen of the '90s. (Generally recommended for seniors)

SC 47-48: Advanced Physics (two semesters; minor course) A review and continuation of PSSC Physics with further development of electricity, magnetism, atomic structure, rotational mechanics, relativity and quantum mechanics; in short, modern physics. This course is especially useful to those students planning to take the Physics Achievement Test in December. (Prerequisite: One year of physics; generally seniors, with permission of the department)

SC 51: Electricity I (Spring; half-credit) A course in DC and AC network analysis. Resistive, capacitive and inductive elements are examined in various circuits. The course has a heavy laboratory orientation and is particularly useful for those studying chemistry and planning to study physics. (Sophomores, juniors or seniors; **not offered** in 1991-92)

SC 54: Electricity II (Spring; half-credit) A programmed, independent-study course in advanced circuit analysis, tubes and transistors and basic electronic devices such as power supplies, amplifiers and oscillators. (Juniors or seniors; **not offered** in 1991-92)

SC 81-82: Science Honors Research Program (two semesters) This "extra credit" program applies to any science course except Science I. A research project – including readings, laboratory work, a paper and a defense – can be applied for by consulting the student's current science teacher. Approval is at the department's discretion. Successful participation produces an accounting in the grade for the primary course and attachment of the "Honors" designation. This provides the student the opportunity to DO some science.

SC 91-92: Independent Study in Science (two semesters; minor course) Requires planning with and written consent of a Science Department instructor at the time of registration; i.e,. **prior to June 1, 1990.**

NOTES:

1. Engineering candidates should include both Chemistry and Physics in their programs; they should plan to take a College Board Achievement Test in one or both, along with Mathematics.
2. Potential pre-med and biology majors are strongly urged to take chemistry first and then accelerated biology. Physics should be included by these students, either before or after biology.
3. Potential science majors who plan to study each of the three basic science courses are advised to follow the sequence: chemistry, physics, accelerated biology – probably including the advanced minor courses in chemistry and/or physics.
4. Although students are required to take only two laboratory science courses – one, if here for Science I in the freshman year – they are **strongly advised** to study another before graduating. One **should** occur in the junior or senior years.

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NOTE: The remaining offerings, except for Introduction to the Fine Arts and Performance, are NOT open to freshmen.

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FINE ARTS DEPARTMENT

FA 11-12: Introduction to the Fine Arts (two semesters: minor course) Students are introduced to the world of fine and performing arts through both historical and applied creative experiences. The course considers choral work, music, theatre and movement, and two- and three-dimensional visual arts. It also provides exposure to the faculty of the Fine Arts Department. (Required of all freshmen)

VISUAL ARTS

VA 21: Art History (Fall; half-credit) Lecture-slide presentations of significant works, major themes and important artists and schools in the history of art. Emphasis is placed on understanding a work of art in relation to this cultural context. Readings are from a standard text. Occasional papers and reports are required.

VA 31: Ceramics Studio (Fall or spring; half-credit) This studio course offers instruction in basic pottery, including design and the study of various techniques from "Raku" to wheel throwing, glazing and kiln use. One-hour classes meet four times per week. (Limited to one section per semester)

VA 41: Photography Studio (Fall or spring; half-credit) This is a basic studio course in black and white photographic techniques with emphasis on visual perception and expression, the camera and darkroom skills. A 35-mm camera with adjustable aperture and shutter speed and a light meter is required. Students show their work in exhibits throughout the year, and their work is often reproduced in various school publications. One-hour classes meet four times per week. There is a lab fee of $35, and students typically spend another $75 to $100 for personal photographic supplies. (Seats reserved in equal numbers for all three upper classes)

VA 51: Introductory Studio Art (Fall or spring; half-credit) This course is designed for the student who wishes to explore art and learn something about the creative process and his or her own imagination. Specific assignments will be given in which the student will explore self-expression in various media. Emphasis will be placed on basic color theory, two-dimensional drawing, design and graphic techniques and three-dimensional design. Projects will be assigned in the following media: pencil, block print, acrylic painting, silk screen and clay. Student work will be shown in both annual student exhibits. One-hour classes meet four times per week. A lab fee of approximately $60 covers the cost of supplies. (Limited to one section per semester)

VA 53: Intermediate Studio Art (Spring; half-credit) This is an intermediate course for the more serious art student who wishes to explore further the media covered in the introductory course. Emphasis during the first quarter will be placed on drawing and painting, while the second quarter will focus on graphics and sculpture, with attention given to the Advanced Placement requirements. One-hour classes meet four times per week. Supplies are purchased as needed. Work is required for exhibit. (Prerequisite: VA51 and the instructor's permission or, for the serious experienced student, a portfolio for audition.)

VA 57-58: Advanced Studio Art (Advanced Placement; two semesters) This course is for the student with a serious commitment to the arts and an interest in fulfilling Advanced Placement requirements. Along with their studio work, students will be required to do readings from artists' essays and other related works. Occasional papers are required. Considerable independent work is expected in addition to in-class assignments. Students devise their independent programs and carry out the projects. The first semester will be devoted to the human form, working with a life model. Emphasis will be on drawing in the first quarter, and a medium of the student's choosing in the second. The second semester will consist of student projects in two different media, with departmental approval. The course includes two hours of supervised work and three hours of independent work per week. (Permission of the department and VA53 are normal prerequisites.)

VA 91-92: Independent Study in Visual Arts (two semesters; minor course) Individual study in a topic as arranged by the student in consultation with an instructor from the department **prior to June 1, 1991.**

PERFORMING ARTS

PA 21: Electronic Music Composition (Fall or spring; half-credit) This course is designed to allow the student to be creative in the world of sound. Students work with electronic music equipment including a Moog synthesizer, MIDI, digital sequencer and two- and four-channel tape decks. A performance of student works is given in the spring. No musical or electronic background is required, but it is helpful. (Limited to one section each semester)

PA 31: Music History (Fall; half-credit) This course covers all periods of music history from the Middle Ages to the present. Emphasis is placed on the study of notation, form and the sociological influences on music. Some background in music theory is helpful but not necessary. This is a course for the adventurous listener as well as the musician.

PA 41-42: Music Theory (two semesters) This is an introduction to the basic elements of music through performance, composition and improvisation

emphasizing contemporary, classical, jazz and rock styles. The student is required to bring his or her instrument to class. The course is a combination of history, theory and performance and, at the same time, provides the proper stimuli for accelerated individual progress while engaging in a team or "family group" endeavor. (Intermediate fluency on an instrument and an audition are required for enrollment.)

PA 43-44: Advanced Improvisational Music (two semesters; minor course) A continuation of the theory workshop course with an emphasis on performance and on in-depth analysis of major jazz and rock styles. This course is ideally suited for a small ensemble of any orchestration, and deals with the many aspects of jazz, the music that is so uniquely American. (An audition and a previous theory course are prerequisites.)

PA 47-48: Advanced Vocal Technique (two semesters; minor course) The vocal equivalent of PA 43-44, this course emphasizes performance of all vocal styles, from madrigals, motets and the classical repertoire to Broadway and jazz standards. (Audition required)

PA 51-52: Performance – Dance (two semesters; minor course) and

PA 53-54: Performance – Instrumental (two semesters; minor course) and

PA 55-56: Performance – Voice (two semesters; minor course) If private lessons are accompanied by four practice sessions per week and by graded participation in one of the Academy's performing groups, a half-credit is earned in the academic program.

PA 61: Theatre (Fall or spring; half-credit) The focus of this course is performance: reading prose and poetry aloud, building a character and developing a scene or short play with other actors. Students will study the principles of mime, movement, voice, language, the vocabulary of the stage, sets, audience/performer relationship and basic directing. Class time will be spent on exercises in these areas, on rehearsal and on performance. The goals of **Theatre** are twofold: 1) the development of the student's self-confidence and ability; and 2) the development of awareness of and sensitivity to the art of the drama. (Limited to one section each semester; **not offered** 1991-92)

PA 64: Survey of Musical Theatre (Spring; half-credit) At least ten musicals will be studied in depth in an attempt to understand the changes that have occurred since the Gilbert and Sullivan operettas of the 1890s. Listening and research skills will be valuable as the student makes his or her way through the maze of Broadway and off-Broadway shows, some that have had a direct bearing on the American way of life, coming to an understanding of the concept known as musical theatre.

PA 91-92: Independent Study in Performing Arts (two semesters; minor course) Individual study in a topic as arranged by the student in consultation with an instructor from the department **prior to June 1, 1990.**

Private Lessons Individual weekly lessons on most instruments, voice and dance are available at approximately $120 per quarter. Most orchestral instruments, piano and organ are available. Lessons may be taken without one's being involved in the performance courses for credit.

NOTE: Because the number of sections offered in each arts course and the number of seats in each studio are limited, students must indicate both first **and** second choices in each semester on the course registration form.

SEMINARS

Human Relations and Sexuality This optional, non-credit, evening seminar program is highly recommended for all juniors and seniors. The small discussion groups are guided by members of our faculty who choose to help adolescents understand themselves, their peers and their sexuality more completely.

ID 10-11 – This is an "extra credit" seminar that meets for 90 minutes in the evening every other week. The course is not graded, but a weight is added to the student's grade point average based upon quality of participation and preparation. The seminar focuses on issues that cut across disciplines and cover a wide range of topics. Students petition to enter the course, which is open to four students from each grade.

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Extra Help and Tutoring

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Extra Help The Governor Dummer faculty makes every effort to provide short-term extra help to all students. Here it is "uncool" and unwise **not** to avail oneself of this extra resource. In fact, faculty may insist upon freshmen, sophomores and even new juniors meeting with them for clarification and suggestions, and they stand ready and willing to

assist juniors and seniors who take the initiative to seek their guidance. Conference periods, mutually-free periods and evenings are all good times to help oneself master a sticky subject or to catch up after an absence.

Tutoring The Academic Office and Tutoring Club manage a student-to-student tutoring service in which capable older students make themselves available to help other students. This supplements extra-help sessions with teachers.

The Academy can sometimes arrange for private tutors on a contractual basis. Those available must be reserved for those in greatest need. The Academy will not sanction the use of a private tutor unless the teacher first finds that normal extra-help sessions are insufficient. Even while tutoring privately, the student must maintain extra contact with the teacher.

Reading & Study Skills Enrichment (non-credit) The Academy will enlist the services of an outside agency to provide, for a fee, an enrichment course to improve students' reading proficiency and study skills. The course is designed to be helpful to every student, regardless of his or her current capabilities. Particular information will be sent to students and families in advance for registration. Of course, these skills are taught in all parts of the formal curriculum by our own faculty.

Remedial Work The Academy does not have the specially-trained staff and facilities to provide remedial or developmental work as that term is usually understood.

Professional Testing and Tutoring Specialists Occasionally the faculty will find reason to recommend a specialized educational evaluation for a student. This extra documentation is required whenever a waiver of a normal graduation requirement is being considered. When the findings suggest retaining a specially trained tutor to support the student, the Academy will endeavor to help locate such a resource. Experience says that this is not easy, however.

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SPECIAL NOTE re: SENIOR SPRING PROJECTS

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Some seniors intend to participate in the Senior Spring Projects Program and may wish to petition for release from some of their courses for the fourth quarter. Certain courses have restrictions or prohibitions governing this situation. Thus, seniors- and juniors-to-be may wish to study the special information below, detailing course constraints for consideration in planning their courses for the next two years. The information also is included with project planning guidelines normally published in November. Seniors-to-be seriously contemplating participation in the program are asked to so signify on the salmon-colored course registration sheet now.

Senior Spring Projects will start no earlier than the beginning of the fourth quarter. An exception to this date for an earlier start (but never prior to the beginning of Spring Vacation) will be considered only when persuasive evidence is offered showing that the very nature of the particular project **requires** such an exception.

Regardless of the Project Committee's approval to do a project, it is the individual's classroom teacher who makes the final determination the day before the project begins as to whether the student, indeed, may terminate a course for the project and/or whether there are to be special stipulations.

A student may petition the Committee in January to terminate any course under this program with the following exceptions or provisions:

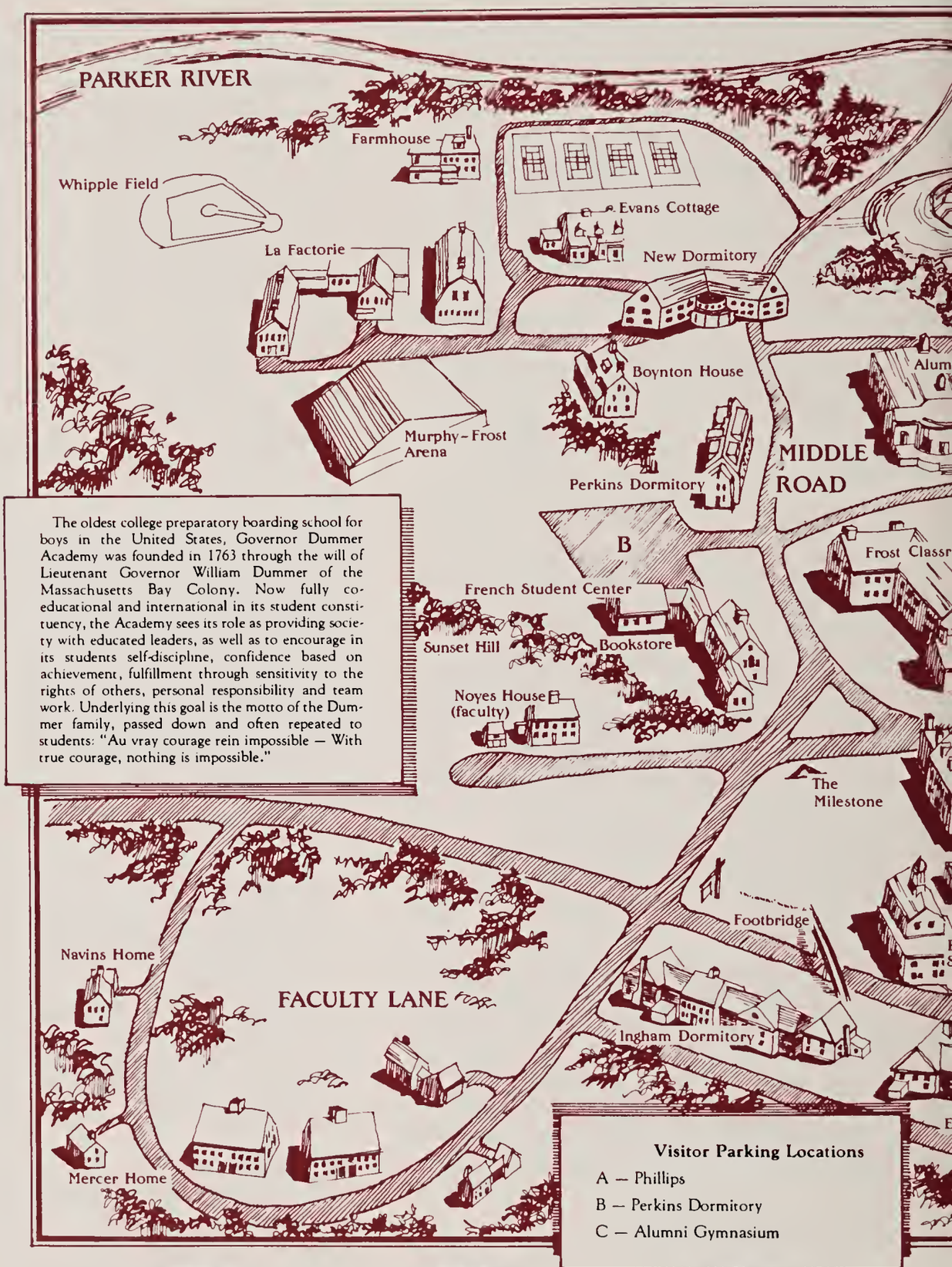
EN 81-82, SC 81-82, PA 51-52, PA 53-54, PA 55-56 or Independent Study Courses: These special courses must be accounted for in a project proposal, just as any other course.

The following courses **MAY NOT BE DROPPED:**

MA 31-32: Algebra II
MA 42: Probability and Statistics
MA 53-54 or 57-58: AB or BC Calculus
CS 20: Topics in Computers
HS 42, HS 44, HS 48, HS 52 or HS 64
SC 27: Ecology
SC 37-38: AP Advanced Chemistry
SC 47-48: AP Advanced Physics
SC 51 or SC 54: Electricity I or II
VA 31, VA 41, VA 51, VA 53, PA 21, PA 61 or PA 64

The following courses may be terminated at the **end** of April. Students enrolled must take semester exam on the whole semester either before April 30th or during the exam week in June.

SC 21-22 or SC 23-24: Biology or Accelerated Biology
SC 31-32 or SC 33-34: Chemistry or Accelerated Chemistry
SC 41-42 or SC 43-44: Physics or Accelerated Physics



The oldest college preparatory boarding school for boys in the United States, Governor Dummer Academy was founded in 1763 through the will of Lieutenant Governor William Dummer of the Massachusetts Bay Colony. Now fully co-educational and international in its student constituency, the Academy sees its role as providing society with educated leaders, as well as to encourage in its students self-discipline, confidence based on achievement, fulfillment through sensitivity to the rights of others, personal responsibility and team work. Underlying this goal is the motto of the Dummer family, passed down and often repeated to students: "Au vray courage rein impossible — With true courage, nothing is impossible."

Visitor Parking Locations

A — Phillips

B — Perkins Dormitory

C — Alumni Gymnasium

Plan of
Governor Dummer Academy
IN
BYFIELD, MASSACHUSETTS
Established 1763
Morgan Tower
Morgan Cottage
Huggins Track & Field
Byfield Bowl
Ocean 4 Miles
Morse Field
Navins Field
Little Red School House
Moody House
Kaiser Visual Arts Center
Thompson Performing Arts Center
Admissions Office
Phillips
A
Moseley Chapel
Commons
Schumann Science Center
Peirce Hall
Noyes Library
Duncan Health Center
Mason Cottage
ELM STREET
NEWBURYPORT TURNPIKE (US Rt. 1)
Ould Newbury Golf Course
Flashing Light
To BOSTON
Illustration by Jack Tremblay

Travel Instructions to Governor Dummer Academy

From the South

Take U.S. Route 1 north 35 miles from Boston. Three miles beyond the intersection of Routes 1 and 133 is a blinking yellow light and the Governor Dummer Academy sign on the left. Turn left here, drive under the footbridge and turn right into the school at the GDA sign.

From the South (alternate route)

Take Interstate 95 to the Central Street, Byfield exit. Bear right off the ramp onto a winding country road. Bear right at the intersection of Orchard Street and School Street and drive over a small bridge. Follow School Street to the stop sign at Elm Street. Turn left and travel another mile before turning left onto the campus at the GDA sign.

From the North

Take U.S. Route 1 four miles south of the Newburyport rotary to the flashing yellow light. The GDA sign will be on your right. Turn right onto Elm Street and drive under the footbridge to the next GDA sign on your right. Turn right onto the Academy campus.

By Airplane

Logan International Airport in Boston serves all commercial airlines. Private airplanes may land conveniently at the Beverly, Lawrence and Plum Island airports. Ground transportation should be arranged in advance from those airports.

Other Means

Buses between Boston and Portland, Maine, stop in Newburyport. Taxis are available there for the five-mile drive to the Academy. The closest train station is in Ipswich, a ten-minute drive from GDA, where taxis also are available.

1991-92 Calendar

1991

Opening Days – Tuesday and Wednesday, September 10 and 11

Leadership Weekend – Friday through Sunday, September 13-15

Fall Alumni Games – Sunday, October 13

Senior Parents' Dinner – Thursday, October 17

Parents' Weekend – Friday and Saturday, October 18 and 19

PSAT Testing – Saturday, October 19

School Holiday – Monday, October 21

CEEB Testing – Saturday, November 2

Thanksgiving Recess – Tuesday, November 26 through Monday, December 2

CEEB Testing – Saturday, December 7

Christmas Vacation – Thursday, December 19 through Monday, January 6

1992

Winter Alumni Games – Sunday, January 12

Semester Exames – Tuesday through Thursday, January 21-23

Semester Break – Thursday through Sunday, January 23-26

School Holiday – Monday, February 17

Spring Vacation – Wednesday, March 4 through Tuesday, March 24

CEEB Testing – Saturday, May 2

College Day – Saturday, May 9

Advanced Placement Exams – Monday through Friday May 4-8 and 11-15

School Holiday – Monday, May 25

Spring Alumni Games – Saturday, May 30

Semester Exams – Monday through Thursday, June 1-4

229th Commencement – Thursday and Friday, June 4 and 5

CEEB Testing – Saturday, June 6

Reunion Weekend – Friday through Sunday, June 12-13

"Diverse in their talents and varied in their interests, the 62 men and women of the GDA faculty perform a variety of roles. In addition to being classroom instructors, they are dormitory masters, coaches and advisors. In a larger sense, they are leaders in this community of learners – the guides, mentors and advocates, dedicated to the advancement of Governor Dummer's students."

Preliminary Application for Admission

In order to receive consideration, this application must be accompanied by a check payable to Governor Dummer Academy in the amount of $30.00. This is a processing fee and is not returnable regardless of the action taken by the school. We would like to request that you enclose a recent photograph of the candidate. Particularly if there is no opportunity for a personal interview, feel free to include a separate sheet telling us whatever you feel is important regarding the applicant's strengths and weaknesses, interests, activities and health.

(Please print or type)

Candidate's name: _____

Nickname: _____ Date of birth: _____

Social Security #: _____

Place of birth: _____ Citizen of what country? _____

Are parents divorced? _____ Separated? _____

Student lives with: Father _____ Mother _____ Both _____

Father's name: _____ Is he living? _____

Home address: _____

Business name and address: _____

Position: _____

Home phone: _____ Business phone: _____

Mother's name: _____ Is she living? _____

Home address: _____

Business name and address: _____

Position: _____

Home phone: _____ Business phone: _____

Stepfather's or Stepmother's name (if applicable): _____

Names and ages of student's brothers and sisters: _____

_____

_____

_____

To which address should bills be sent? _____

To which address should school reports and letters be sent? _____

Relatives who attend or who have attended Governor Dummer Academy (names, graduating classes, relationships to current student): _____

_____

_____

Financial reference (name and address): _____

_____

_____

With whom should the Headmaster or Dean communicate in an emergency if the student's immediate family cannot be reached? (If a foreign student, please name a person to contact in the U.S.)

Name: _____

Address: _____

Phone: _____ Relationship to student: _____

School currently being attended: _____

Address: _____

Current class _____ Class applicant would enter: _____

Applying as a boarding student? _____ Day student? _____

Application is made for admission in September, 19_____

Is scholarship aid necessary? _____

In consideration of the undertaking by the Admissions Office to process this form, the undersigned agrees that the information furnished on this Application for Admission form, together with all information and materials of any kind received by the Admissions Office from any source, or prepared by anyone at its request, shall be completely confidential and shall not be disclosed to anyone, including the candidate and his/her family, except that the Director of Admissions may, for official purposes in his discretion, disclose any part of all thereof to such person or persons as he deems advisable.

Signature of parent or guardian: _____ Date: _____

This application and the non-refundable $30 fee should be returned to:

Director of Admissions
Governor Dummer Academy
Byfield, Massachusetts 01922

All other necessary admissions forms will be mailed to the candidate at appropriate times, but not before November 15.

Governor Dummer Academy does not discriminate on the basis of race, color, religion or national or ethnic origin in the administration of its school programs.

GOVERNOR DUMMER ACADEMY
BYFIELD, MA 01922
508-465-1763 FAX 508-462-1319